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# FINAL REPORT

**Project Title:**

The Pennsylvania Adult Basic and Literacy Education  
Staff Handbook, 1995 Edition:  
A Quasi-Experimental Approach  
and  
A Paradigm of Adult Basic and Literacy Education Staff Competencies  
["Staff Handbook and Staff Competencies"]

**Project Director:**

Tana Reiff

**Fiscal Year:** 1994-95**Grantee:**

New Educational Projects, Inc.  
P.O. Box 182  
Lancaster, PA 17608-0182  
(717) 299-8912

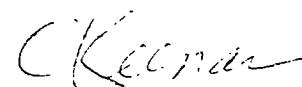
**Project No.:** 99-5030

\$24,962

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## ABSTRACT

**Title:** The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition: A Quasi-Experimental Approach and A Paradigm of Adult Basic and Literacy Education Staff Competencies

**Project No.:** 99-5030      **Funding:** \$24,962

**Project Director:** Tana Reiff      **Phone No.:** (717) 299-8912

**Contact Person:** Tana Reiff      **Phone No.:** (717) 299-8912

**Agency Address:** New Educational Projects, Inc.  
P.O. Box 182  
Lancaster, PA 17608-0182

### Purposes:

1. To produce a new edition of the statewide Staff Handbook and, in so doing, test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of the new edition would increase the likelihood of meeting the needs of the target audience more effectively than the last edition.
2. To produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language, based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania.

### Procedures:

The content of *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition*, was based on the a Field Focus Group survey of their reactions to the 1992 Edition of the Handbook, along with a seven-member Editorial Board. A literature review was conducted on competencies for instructors in adult basic and literacy education programs, with recommendations for a competency-based staff development plan.

### Summary of Findings:

1. The new edition of the *Staff Handbook* was produced.
2. A report on staff competencies was produced, including a list of measurable competencies in four categories: a) adult learning in the context of the educational program and the community, b) assessment of learner needs and of progress toward goals, c) curriculum and materials in content areas, and d) instructional process and practice.

### Conclusions:

1. Based on a comparison of the overall ratings given to the two editions of the Handbook by the Field Focus Group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition better meets the needs of ABLE practitioners in Pennsylvania than the 1992 edition.
2. The existing competency lists we examined, along with topics culled from the content of existing training programs, would help form the basis for development of a new list.

### Products (2):

1. 64-page book: *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition*
2. Report: "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development Program in Pennsylvania"

### Descriptors:

## INTRODUCTION

This project was comprised of two distinct components in order to facilitate financial management and coordination. One component produced The Pennsylvania Adult Basic and Literacy Education Handbook, 1995 Edition, hereinafter referred to as "the Handbook." The other component reviewed the literature on competencies for ABE/literacy/ESL staff to assist in forming a basis for a list of measurable competencies for adult basic and literacy education staff in Pennsylvania.

This structure differs substantially from the original proposal for this project, which was entitled "Production of Three Handbooks for Adult Literacy Staff and Students Using Need-Based Quasi-Experimental Designs." Due to New Educational Projects' internal desire to keep the federal portion of the budget under \$25,000, along with the Bureau of Adult Basic and Literacy Education's request to conduct a literature search on competencies for adult basic and literacy educators, the project budget was resubmitted. The revised project eliminated the provision for production of two student handbooks ("Student Handbook" and "What's Next?", a guide to further educational and career opportunities for adult students) and included only the Staff Handbook and the staff competencies literature review. The "quasi-experimental" approach to the Staff Handbook was retained, while the staff competencies component employed a fairly standard research approach to searching the literature and preparing a report offering a model and recommendations for a competency-based staff development plan.

Project director and editor of the Handbook was Tana Reiff, who has edited previous editions of the staff and administrators' handbooks. All of the work for this project was conducted between August 4, 1994, the approval date, and June 30, 1995.

The Staff Handbook produced through this project would be of interest primarily to adult basic and literacy education teachers, tutors, counselors, and other staff in Pennsylvania, due to some state-specific content in the book, but a substantial portion of the book would also be of interest to comparable practitioners in other states.

The staff competencies component would be of interest to anyone interested in an overview of work on this topic over the past two decades but is of primary interest to staff of the Bureau of Adult Basic and Literacy Education, Regional Staff Development Centers in Pennsylvania, and task forces involved in future staff development plans for Pennsylvania and elsewhere.

Most of the findings reported here relate to the Handbook component of the project. The bulk of the information on the staff competencies component is contained in the report of that work, attached.

Permanent copies of this Final Report and the two products are filed with Pennsylvania's State Literacy Resource Centers, along with a limited number of copies of the project's two products (The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition, and "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development Program in Pennsylvania").

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### STATEMENT OF THE PROBLEM

A revised edition of the Staff Handbook has been produced every three years since 1989, each with a greater amount of new material than the previous edition. This year, 1995, was the scheduled date for revision of the Handbook. The Handbook is periodically revised to reflect changes in policy, educational theory, and instructional practice that affect teachers, tutors, coordinators, counselors, and other staff working in adult basic and literacy education programs in Pennsylvania. A separate edition is produced to specifically address the needs of program administrators.

This time, an experimental approach was taken to the Handbook as an outgrowth of a 1993-94 project produced by New Educational Projects, Inc., entitled "Research Distilled: Practical Summaries of Adult Education 353 Research Projects, 1989-93." The final report of that project concluded that:

"All Adult Education Act research and demonstration projects, including basic data collection and analysis, should be required to follow experimental methodology, even if at a simplified level. This would help produce 'best practices' and findings that could be validated or replicated elsewhere."

As a result, we "put our money where our mouth is" and attempted to apply experimental methodology to production of the new edition of the Handbook. However, because we were aware that such an approach would have practical and budgetary limitations in the context of publication production, we used the term *quasi-experimental* to mean that an professedly experimental approach would be pursued but that strictly scientific research and data-analysis methodology would not be applied in all regards.

The staff competencies component of this project was produced in response to a need expressed by the Bureau of Adult Basic and Literacy Education to examine work that

has already been done with regard to identifying the competencies needed by practitioners in adult basic and literacy education. This was a preliminary step in possible future implementation of a competency-based staff development plan for Pennsylvania.

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## GOALS AND OBJECTIVES

In line with the quasi-experimental design, the proposal preceded its list of goals and objectives by identifying the problem at hand, forming a research question, and developing a hypothesis which the project would test. These were as follows:

**Problem.** *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition*, which has been used by thousands of practitioners throughout Pennsylvania since its release, and which has been very positively received across the board, needs to be updated, as has been done every three years since 1989.

**Question.** How can a 1995 edition of the Staff Handbook meet the needs of adult basic and literacy education practitioners more effectively than the 1992 edition?

**Hypothesis.** Increased involvement of representative adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition would increase the likelihood that the publication would more effectively meet the needs of the target audience.

To test the hypothesis, the following goal and objectives were pursued:

**Goal:**

To test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition of the statewide Staff Handbook would increase the likelihood that the publication would meet the needs of the target audience more effectively than the last edition.

**Objectives:**

- a. Identify staff needs through four methods, three which are new to this project and one employed for previous editions. These are:
  - 1) Collect information derived from the nine Regional Staff Development Centers' existing needs assessment surveys.

- 2) Draw on suggestions and comments collected through field evaluation surveys of the 1989 and 1992 editions.
- 3) Assemble a Field Focus Group of 36 adult basic and literacy education practitioners to review the 1992 edition, recommend contents of the 1995 edition, and review the 1995 edition.
- 4) Form an Editorial Board of at least seven appropriate individuals to suggest requisite contents and qualified writers and to review draft manuscripts.

b. Produce 3,000 copies of a new 64-page edition of the Staff Handbook, based on the changing needs, more relevant topics, better targeting of topics, new issues, etc. as derived from the methods employed in Objective #a.

c. Evaluate the effectiveness of the new edition of the Staff Handbook through two methods:

- 1) Analyze the responses to the pre- and post-production questionnaire completed by the Field Focus Group.
- 2) Analyze the responses to a general Publication Evaluation Form distributed with copies of the handbook.

For the second component of this project, "A Paradigm of Adult Basic and Literacy Education Staff Competencies," the overall goal was as follows:

**Goal:**

To produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language, based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania.

This goal was to be pursued through three phases:

**Research Phase:**

To gather as much information as possible on staff competencies:

1. **Existing literature on staff competencies** established within the aforementioned areas, as developed in Pennsylvania as well as by all other states. This will include reports of related Section 353 staff development projects; research reports filed with

the Pennsylvania State Adult Literacy Resource centers, ERIC, and the Division of Adult Education Clearinghouse (U.S. Department of Education); and published books.

2. **A survey of all state adult education directors.** A letter will be sent to each state education agency requesting a copy of each state's current guidelines /research/ lists of staff competency requirements, if such documents indeed exist.
3. **Interviews with and/or written surveys of adult education staff-development specialists.** Persons to be contacted might include Pennsylvania's nine regional staff development directors and coordinators; Richard Gacka (Northwest Tri-County IU#5, Edinboro); Meredith Leahy (Muhlenberg College, Allentown); Hannah Fingeret (Literacy South, Durham, North Carolina); Suzanne Cockley (Virginia Adult Educators Research Network); and others that these individuals may suggest.

***Compilation Phase:***

4. All gathered information will be compiled, organized, classified, and summarized into the following four instructional categories: a) adult literacy, b) adult basic education, c) English as a second language, and d) general. This step will include subjective elimination of information that is redundant, outdated, or considered inappropriate to the purpose of this study.
5. A workable format for reporting the findings will be planned.
6. The researcher will hold a meeting with relevant Bureau of Adult Basic and Literacy Education staff to report interim findings and solicit input for the reporting phase of the project.

***Reporting Phase:***

7. Organized, classified information will be documented into a report.
8. Eleven copies of the final report will be furnished to the Pennsylvania Department of Education for further consideration, filing, and additional reproduction and distribution as needed. [Fewer than this number were actually required.]
9. All work will be completed as soon as possible, aiming for completion by March 1995.

## PROCEDURES

### Staff Competencies Procedure

Since the procedure for the staff competencies component of this project is more concise, we will address it first. We initially identified potentially relevant papers on the subject of competencies for adult basic and literacy educators through bibliographies of books and other materials with which we were already familiar or could easily secure. We then requested the additional materials through AdvancE, our State Literacy Resource Center, at various times as we identified more and more potential resources. The assistance of Cheryl Harmon, resource specialist at AdvancE, was invaluable. The project director also spent a day at AdvancE, quickly reviewing the papers on microfiche and producing hard copies of those containing potentially relevant material. We then reviewed those copies in more detail and derived information from them for inclusion in our paper.

We maintained contact with Dr. Richard Gacka at Northwest Tri-County Intermediate Unit #5 in Erie, who was conducting a related Section 353 project on professionalism of ABLE practitioners.

In addition, we contacted every state's adult education office through the State Literacy Resource Centers' online network, then wrote letters to those states identified in Pelavin studies as possibly having competency-based staff development programs in place.

We also contacted Dr. Meredith A. Leahy at Regents College in Albany, New York, who has written extensively on staff development and had worked previously for many years in adult education staff development in Pennsylvania. She supplied her 1992 doctoral thesis, "A National Cross-Time Study of Mocker's 1974 Knowledges, Behaviors and Attitudes for Adult Basic Education Teachers" and suggested additional resources.

A draft of the paper on staff competencies produced through this project was presented in a March meeting with Cheryl Keenan, Director, and Ella Morin, Chief, Special Programs and Projects Division, of the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education. It was also provided to Judith Alamprese of COSMOS Corporation, who was concurrently conducting Project EQuAL for the Bureau, to review and coordinate with her work.

Attached is the product of the staff competencies component of this project, the paper entitled "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development

Program in Pennsylvania." That paper outlines in more detail the research procedures we employed to derive the information on staff competencies contained therein.

### **Staff Handbook Procedures**

During late summer 1994, a Field Focus Group of 36 adult basic and literacy education practitioners was formed through contact with the coordinators of the nine regional staff development centers in Pennsylvania. The coordinators were requested to participate themselves and to identify one ABE/GED teacher, one volunteer literacy tutor (or tutor coordinator), and one ESL teacher within their regions by inviting these individuals to participate and then furnishing this project with their names, addresses, and phone numbers. All of the coordinators completed this initial task promptly, except in Region 8, which was in the process of hiring a new coordinator at the time of our request. (Because the position remained open during the Pre-Production Questionnaire phase of this project, a fourth practitioner in the field rather than the staff development coordinator participated in Region 8.)

The project director/editor designed the Pre-Production Questionnaire (sample attached) by listing the titles and authors of all the articles from the 1992 edition of the Staff Handbook, along with four columns of ratings, as follows:

**A. Relevance:**

- 1** Topic does not apply to my general or specific needs; no further comments
- 2** Topic should and DOES speak to my general or specific needs
- 3** Topic should but does NOT speak to my general or specific needs

**B. Readability/clarity/focus:**

- 1** Poor
- 2** Mediocre
- 3** Good
- 4** Excellent

**C. Author's expertise:**

- 1** Not apparent or appropriate to the topic
- 2** Adequate
- 3** Very apparent and appropriate to the topic

**D. Future status:**

- 1** Retain this article, with minor revisions, in the next edition
- 2** Retain this topic in the next edition, but rewrite with a different author
- 3** Delete this topic in the next edition

**E. Specific comments on this article:** (e.g., how topic should be modified; appropriateness of article length relative to other articles, etc.)

A copy of the Pre-Production Questionnaire is attached.

The Pre-Production Questionnaire was mailed to the 36 individuals in the Field Focus Group. (Only 27 were returned; therefore, only those 27 were mailed the Post-Production Questionnaire in May.)

The deadline for return of the Pre-Production Questionnaire was September 30, 1994; however, only 21 had arrived by that date, which had been set in order to allow time to prepare data for presentation at the Editorial Board meeting on October 1.

Meanwhile, the Editorial Board was assembled. The goal here was to have representation from both teachers and administrators, male and female, from various types of adult basic and literacy programs in the Western, Central, and Eastern regions of Pennsylvania. Another criterion was that every candidate would have to be able to attend the one scheduled Editorial Board meeting in Harrisburg. After numerous phone calls to various contacts throughout the state (primarily RSDC coordinators and Bureau staff) to ask for recommendations of appropriate field representatives to serve on the board, as well as to potential members, the following individuals served on the Editorial Board for the 1995 Staff Handbook:

**Cheryl Keenan**, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

**Donald Lunday**, Chief, Regional Programs Division, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

**Helen Hall**, Staff Development Advisor, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

**Cheryl M. Harmon**, Resource Specialist, AdvancE Literacy Resource Center, Pennsylvania Department of Education (ex-officio)

**Twila S. Evans**, Reading Specialist and Program Coordinator, Northampton County Prison, Easton, and Northampton County Community College, Bethlehem

**Frank J. Nardone**, Director, Federal and State Programs, Luzerne Intermediate Unit #18, Kingston

**Valerie Njie**, Program Director, Bidwell Training Center, Pittsburgh

With the use of a computer spreadsheet, the project director/editor prepared an analysis based on the Field Focus Group's average numerical ratings of and specific comments on each article in the 1992 edition of the Staff Handbook. At its meeting, the Editorial Board was presented with these findings and determined what to do with each topic: delete it, modify it with the same author, or assign it to a new author. Along with suggestions from the Field Focus Group, the Editorial Board also discussed and determined topics to be added to the 1995 edition, along with appropriate writers for each topic and word count to fit into allotted space. (The board helped to determine whether articles should consume two pages, one page, three-quarters of a page, one-half page, one-quarter page, etc., based on relative importance and the need for enough space to convey necessary content.) The board made some difficult decisions during this very active and productive meeting, with discussion lasting from 10:00 a.m. to past 3:00 p.m.

During the next week the project director/editor prepared letters requesting the designated individuals to write on the topics determined as a result of the Field Focus Group/Editorial Board input. A postage-paid Writer's Agreement Form, serving as a de facto contract to write, was enclosed with the letter, along with Writer's Guidelines (copy attached). A draft of the introductory article by Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, was also enclosed, intended to set the tone for all the other articles by emphasizing the themes of accountability, coordination among community services, learners' cultural backgrounds, and devotion to continuous improvement.

As has been the pattern with previous editions of the staff and administrators handbooks, all but a handful of the Writer's Agreement Forms were returned within a few weeks. The project director/editor followed up on those not received, resulting in 100% of those asked to write consenting to do so or referring us to a colleague they recommended to cover the requested topic.

The deadline for submissions was set for January 9, 1995. As also has been the pattern with the Handbooks, only about one-third of the manuscripts were received by that date. Another one-third or so of the assigned writers phoned to ask for submission date extensions. Most delivered by or shortly after that second date. Another one-third of the writers were followed up on by repeated telephone, letter, fax, and/or e-mail correspondence, up until one week before the Handbook went to press on April 18. The activity of collecting some 50 assigned manuscripts was a formidable and time-consuming task, but in the absence of payment for writers, it was necessary and unavoidable.

It is interesting to note the forms in which manuscripts were submitted. Writers were encouraged to submit in electronic form, either on 3.5" diskette or via e-mail. Of the

assigned articles (excluding the glossaries and publishers' listings), manuscripts were received as follows:

Hard copy only	7
Fax only	7
Diskette	26
E-mail	7
Modem	1
Already existed from previous edition	5
<b>TOTAL</b>	<b>53</b>

Manuscripts were opened, entered and/or converted in the computer, then edited for style, length, and appropriateness. They were sent to the Editorial Board in three separate batches for review during March and April. Quality overall was generally considered high. In several instances, authors were asked for additional detail or clarification, or the editor added material and returned proof copies to the authors for approval.

Material for the article entitled "Your role as an educator of adults," as well as the quotes used as fillers throughout the book, was gathered through a field survey. Copies of the survey form were sent to 12 programs representing various types of providers and student populations, and 42 completed forms were returned.

Information for the publishers listings was obtained through surveys to publishers whose names were obtained through previous Handbook listings, Royce & Royce publications, the coordinator of exhibitors at the Mid-Winter Conference on Adult Education, and a publication of the Department of Education's DAEL Clearinghouse.

The "Basic Techniques to Promote Reading for Meaning" chart was excerpted from Whole Language for Adults: A Guide to Instruction and reprinted with permission of the publisher, New Readers Press.

The list of GED Testing Centers in Pennsylvania was obtained through Larry Goodwin of the Bureau of Adult Basic and Literacy Education. Mr. Goodwin also reviewed and proofread the listing we produced prior to publication.

Glossaries were compiled from previous editions of the Handbooks, as well as from input of the Editorial Board.

The brief biographical information in Directory of Writers was solicited directly from the writers themselves. Five were missing from that listing because three authors did not submit anything and because the editor inadvertently omitted two (for which she apologized to those writers).

Most of the Editorial Board's suggested changes to the manuscripts were incorporated into the final versions of the articles. Some additional cutting had to be done

during the layout stage for copyfitting purposes. The editor handled all the layout work. Finally, she indexed the book and produced the Table of Contents. The complete Handbook was proofread in layout form by both the editor and her sister, Annette Reiff, who worked on a volunteer basis.

Printing was contracted and delivered on time, May 1. Due to a large increase in the cost of paper since the project budget was approved, we opted for only one, standard ink color for the cover, which we considered less than desirable.

Workers at Goodwill Industries of Lancaster prepared a mailing of 332 pieces to directors of adult basic and literacy education programs funded under the Adult Education Act, Section 322 and the Pennsylvania Literacy Act, Act 143, after the editor culled mailing labels (supplied by the Bureau) for redundancies. (This culling is standard procedure for these projects but was all the more important this time because library rate postage increased from .65 per piece to \$1.12 after the project budget was approved.) Enclosed in each copy sent to program directors was an evaluation form and an order form so that they could secure whatever number of copies they needed for their staff.

Remaining copies (approximately 2,800) were delivered via UPS to the two State Literacy Resource Centers to fulfill orders as well as other requests for copies. The printer charged a reduced rate for the UPS delivery in an agreement with the project director to compensate for a minor printing error on the cover.

The next stage was to produce and distribute the Post-Production Questionnaire to the Field Focus Group and to analyze the results of that survey, in comparison with Pre-Production Questionnaire responses. That process is described in the Evaluation section of this report, below.

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## EVALUATION/ OBJECTIVES MET

All objectives of both components of this project were met or exceeded, with some qualification, as described below and in the separate staff competencies report. Copies of the final products of both components are attached.

The primary evaluation instrument for the Staff Handbook component of this project was an analysis and comparison of the Pre- and Post-Production Questionnaires received from the Field Focus Group described above. This was the most detailed and valuable examination of Handbook contents ever undertaken.

Of the 36 original members of the Field Focus Group, 28 returned the Pre-Production Questionnaire. Only 20 returned the Post-Production Questionnaire by June 27,

1995, despite having been mailed reminder postcards after the requested deadline. Several more questionnaires arrived after results had been entered and analyzed, too late for inclusion in the statistical analysis.

Key entry and analysis of the Field Focus Group data was a formidable task, considerably underestimated in the project design. The limitations of the survey design are described here.

### **Limitations of the Field Focus Group Questionnaire Process**

**Questionnaire design.** The survey form and the procedure for conducting the Field Focus Group survey were designed by the project manager/editor rather than someone with a statistical background and experience in designing surveys. Any weaknesses of the questionnaire are also related to the design of the process itself.

**Lack of direct comparison.** It was impossible to make a true "apples-and-apples" comparison because content of the two editions of the Handbook differed significantly. Even articles from the 1992 edition that ran in the 1995 edition with revisions cannot be considered directly comparable. The only truly directly comparable items were the numerical ratings for "Estimated percentage of the book that applies to your general or specific needs" and "Overall rating." We did, however, take measures to provide as much comparative data as possible.

**Labor-intensive data entry.** Despite use of a computer spreadsheet, every score and comment had to be entered manually rather than scanned or checked. The project director did this work rather than hire outside clerical help. Turning the pages of each questionnaire, matching up items on it with the proper spreadsheet cell, and reconstructing a few questionnaires that respondents did not properly complete consumed much more time than anticipated. It took 15-30 minutes just to enter the data from each completed form.

**Incomplete data analysis.** Due to time constraints, as well as the limited scope of this project, correlations between certain pieces of data were not drawn. Data collected but not correlated with other data were respondents' "primary area of involvement" (Regional Staff Development Coordinator, ABE/GED, Volunteer Literacy Tutoring, English as a Second Language), staff development region number, position title, agency, and specific location. Nor were correlations drawn between respondents' responses to the open-ended

questions and their numerical ratings of the handbook articles. Any reader of this report who would be interested in conducting further statistical analysis on the data may request from the project director a disk copy of the ClarisWorks spreadsheets.

**Subjectivity of respondents' comments.** All of the data collected was subjective. In particular, the column of the questionnaires in which Field Focus Group participants were asked to write brief comments on each article provided qualitative data that could be analyzed only anecdotally. For example, some comments were self-contradictory, such as one suggesting that the Unique Curricular Considerations article (pp. 34-35 of the 1995 edition) be combined into one article. Comparison of pre- and post-production data provided a number of ironies. For example, in the first survey, several respondents indicated a desire for the topic on student intake to address groups of students, not just individuals. We took action on that by asking the author to broaden the intake article to include groups not just individuals, then on the second survey received the comment: "Address a one on one intake."

**Absence of long-range test of the hypothesis.** It was impossible to conduct a true, longitudinal examination of whether or not increased involvement of adult basic and literacy practitioners in the planning and evaluation of a new edition would increase the likelihood that the publication would more effectively meet the needs of the target audience, as outlined in the proposal for this project. This was because we had no way of measuring impact on practice, only initial reactions to the printed material.

Some of these shortcomings were inherent in this Field Focus Group concept; accordingly, the term *quasi-experimental* was used in the project title and indeed turned out to be appropriate terminology.

In addition, we collected much information which we had not expressly set out to collect. For example, in the first column of the questionnaires, respondents were asked to mark a "1" if the "Topic does not apply to my general or specific needs; no further comments." In many cases, impossible to quantify, we strongly suspected that perhaps the topic *should* have been relevant to the respondent, aside from the way the specific article addressed it. A typical instance of this is that several of the volunteer tutors, and even some paid teachers, expressed no interest in the staff development topic. Also, it was somewhat discouraging to note that the "Essential Bookshelf" article would be irrelevant to *anyone*, when in reality it should probably be relevant to *every* practitioner.

Correspondingly, some respondents indicated that there wasn't enough material in the Handbook to address their particular area of interest, yet marked no interest in a topic that directly addressed it. For example, one respondent said there should be more for one-on-one tutors but checked "1" for the relevance of the article on Tutors of Literacy in the Commonwealth.

These anecdotal observations in the aggregate clearly point to the fact that the Handbook attempted to address a very broad and diverse audience and that in the end the product will never be able to meet 100% of everyone's needs.

Nevertheless, responses to each set of questionnaires individually provided rich data. That is, the Pre-Production Questionnaire provided very useful information for consideration in preparing the 1995 edition, and the Post-Production Questionnaire provided preliminary input for preparation of an anticipated 1998 edition. Further, having never conducted such a detailed reader survey, we can use this experience to design future Handbook projects.

See the spreadsheet summaries and graphs, attached, for more complete data from the Field Focus Group surveys, and the Conclusions section, which follows, for more analysis.

#### **Publication Reaction Form**

The other instrument used to evaluate the Handbook was a Publication Reaction Form. This is the only formal instrument that had ever been used in earlier Handbook projects.

One copy of the Publication Reaction Form was enclosed with each copy of the initial mailing to program administrators. Additional copies were supplied to the State Literacy Resource Centers to enclose with subsequent orders but too late to receive responses in time for inclusion in this report. Only 20 forms were returned by the end of the project year. The highest and lowest scores were discarded; therefore, responses from a sample of only 18 are included in the results, herewith reported in the context the actual form used. Percentages are rounded off to the nearest whole number.

The Pennsylvania Adult Basic and Literacy Education  
**Staff Handbook**  
1995 Edition

• Publication Reaction Form •

Please help to make this Handbook more useful by answering the following questions. Then, simply fold this sheet in thirds, seal, affix first-class postage, and mail—or fax to (717) 299-8912. Thank you for your time.

17 95% 1. How did you come into contact with this Handbook? (check one)

0 0 a. Mailed to me, unsolicited, as a program administrator or Handbook project participant.

1 5% b. Read about it in *What's the Buzz?* and requested a copy from a resource center.

c. Heard about it through \_\_\_\_\_ and requested a copy from a resource center.

d. Other: Cheryl Harmon passed out handbooks at the PAACE meeting.

9 6 2. What do you expect to do, or what have you done, with the Handbook? (check all that apply)

12 8 a. Read most or all of the book

7 0 b. Read parts of the book that are relevant to work

c. Refer to it periodically as needed

d. Use it as part of a staff development/inservice program. How? \_\_\_\_\_

e. Pass it along to someone else

f. Use it very little, if at all

2 g. Other: \_\_\_\_\_

Ordered more

Need for school project

Number of forms on which more than one of the above were checked: 14

3. How does this Handbook rate in terms of: (circle one number per line):

	Poor	Fair	Average	Good	Excellent	Comment/Reason for score:
--	------	------	---------	------	-----------	---------------------------

Relevance to your needs	1	2	3	4	5	_____
Numerical	0	0	1	7	10	
Percentage	0%	0%	16%	28%	55%	

Weighted total score: 81

Editing/readability/appearance	1	2	3	4	5	_____
Numerical	0	1	0	5	12	
Percentage	0%	5%	0%	28%	67%	

Weighted total score: 82

Timeliness/up-to-dateness	1	2	3	4	5	_____
Numerical	0	0	0	4	14	
Percentage	0%	0%	0%	22%	78%	

Weighted total score: 86

Coverage of topics	1	2	3	4	5	
Numerical	0	0	0	7	11	
Percentage	0%	0%	0%	39%	61%	

Weighted total score: 83

Overall quality	1	2	3	4	5	
Numerical	0	0	1	3	14	
Percentage	0%	0%	5%	17%	78%	

Weighted total score: 85

*Number of forms on which "5" was checked for all five categories: 7, or 39%*

4. What is (are) the significant strength(s) of this Handbook?

*Verbatim comments:*

This book is a great resource for all adult educators.

Well-organized, readable, pertinent info.

good base primer for new staff

Variety of topics / Professionalism of field

Arranged by category / Timely topics

topics - addressed by members of the field

variety of topics - useful info

I like new format - a very valuable resource for all teachers.

Resources & Directories Section / Professional Development & Support Section / Intake & Assessment Section

Useful, informative & current info

variety of articles

Beautiful product! Clear & comprehensive

range of topics & contributors

5. Have you seen a previous edition of this Handbook? Yes : 16 / 89% No: 2 / 11%

If yes, how does the current edition compare?

*Verbatim comments:*

very professional

better

Improved

great format / clean type

Great new format, easier to read

Much better

It appears to offer more coverage of topics

As usual - topics of relevance are chosen

Just as excellent

As good or better

1. Better format / 2. Better information

They keep getting better!

Excellent

It is hard to recall each edition; however, I do believe that this is edition is one of the best.

6. What could be done in the future to improve the Handbook's usefulness (e.g., topics to add, delete, or enhance; reorganization; etc.)?

*Verbatim comments:*

I cannot really think of too much. Perhaps a bit more under assessment. For instance, tests which are believed to be the most suited to various populations, the amount of time necessary to give the test, etc.

It's more than adequate as is.

More information on workforce literacy topics/issues

Add section on public policy priorities, funding sources

?

Easier to read font size

More on adults with Learning Disabilities - and assessment, planning, etc.

no suggestions

fundraising info / diversifying funding base

7. What is(are) your position(s)?

administrator/supervisor: 16 teacher: 5 volunteer tutor: 1 counselor: 1 Other: 0

*Number of forms on which more than one of the above were checked: 4, or 22%*

8. What type(s) of funding does your program receive? (check all that apply)

Adult Education Act, Section 322: 15

Adult Education Act, Section 353: 6

Pa. Act 143: 10

JTPA: 6

Homeless Assistance Act: 2

Private: 4

*Number of forms on which more than one of the above were checked: 8 or 44%*

*Number of forms on which all of the above were checked: 1 or 5%*

9. In what type of organization do you work?

School, college, university based: 5 / 28%

Community based: 12 / 67%

SCI: 1 / 5%

10. Other comments: Please attach a separate sheet or letter. We welcome all comments and suggestions.

*No other comments*

## **CONCLUSIONS**

---

### **Staff Competencies Component**

Conclusions regarding the staff competencies component are included in the attached report but are summarized here as follows:

- Developing competency-based standards for ABLE practitioners is clearly one way to address their training needs.
- Although all of the competency lists we examined contain numerous items that would be of value to current adult basic and literacy education practice, all of the lists fall far short of current needs of the profession.
- Some of the more recent lists of competencies are considerably more current and manageable but still would probably not adequately meet Pennsylvania's current staff development needs.
- In combination with contemporary perspectives, tempered with item composition that is general, yet substantial enough to meet specific practitioner needs *and* stand the test of time, the existing competency lists we examined, along with topics culled from the content of existing training programs, would help form the basis for development of a new list.

2. A list of measurable competencies could reasonably be divided into four categories:

- a) adult learning in the context of the educational program and the community,
- b) assessment of learner needs and of progress toward goals,
- c) curriculum and materials in content areas, and
- d) instructional process and practice.

See the attached report for the complete lists.

### **Staff Handbook Component**

Based on the Field Focus Group survey responses for articles' Readability/Clarity/Focus, the following articles from the 1992 Edition of the Staff Handbook were rated significantly lower (average below 3.0) or higher (3.4 or above) than average. In several cases, ratings are obviously affected by lower- or higher-than-average numbers of responses. For example, certain articles were rated as relevant by a relatively low number of respondents, either because they did not pique reader interest or did not apply to an individual respondent's professional practice, thus sample sizes for subsequent ratings for such articles were correspondingly low. Readers of this report are encouraged to study the raw data and graphs attached.

**1992 Edition**

Lower:

History of Adult Ed.  
National Literacy Act  
Teaching Math  
How Much Math is Too Much  
Pre-GED  
GED  
Preparing for GED  
ESL for Adults  
Workplace Literacy  
Distance Education  
Multiculturalism  
Patient Education  
Incarcerated  
Homeless  
Counseling/Personal  
Career Preparation  
TLC

**TOTAL LOWS: 17**

Higher:

Practitioner Roles  
Volunteers  
Who are your students  
Essential Bookshelf  
Publishers  
GED Testing Centers  
Directory of Writers  
It's a Date  
Glossary  
Glossary of Abbreviations  
Staff of the Bureau of ABLE

**TOTAL HIGHS: 11**

As a result of lower ratings, certain topics were eliminated from the 1995 edition, different authors were assigned, or topic focus was modified. In a few cases, the Editorial Board deemed certain topics not worthy of inclusion despite Field Focus Group consensus, or added topics not suggested by the Field Focus Group.

**1995 Edition**

Lower:

Multiculturalism  
GED Tests  
Homeless  
Family Centers

**TOTAL LOWS: 4**

Higher:

Practitioner Roles  
Intake  
ESL Assessment  
ESL Proficiencies  
ESL Tests  
Teaching the Beginning Adult Learner  
GED Preparation  
Teaching ESL  
Workplace  
Volunteers  
Essential Bookshelf  
Publishers  
Directory of Writers  
Glossary  
Glossary of Abbreviations  
GED Testing Centers  
Index

**TOTAL HIGHS: 17**

Average Readability/Clarity/Focus rating was 3.12 for the 1992 Edition and 3.26 for the 1995 Edition, a slight but probably insignificant improvement.

Average Author's Expertise rating was 2.64 for the 1992 Edition and 2.76 for the 1995 Edition, a small but probably insignificant improvement.

However, as shown above, there were significantly fewer lower-rated articles and significantly more higher-rated articles in the 1995 Edition. This may be a more meaningful comparison than the overall ratings for Readability/Clarity/Focus and for Author's Expertise.

We also compared respondents' averages of the estimated percentage of each edition that applied to their general or specific needs and their average overall ratings of both editions:

**Applicability:**

1992 Edition 73.9%

1995 Edition 88.3%

**Average overall rating:**

1992 Edition 71.6%

1995 Edition 91%

The slightly lower applicability rating for the 1995 edition may be an insignificant difference. Further, it should be noted that this is a subjective rating, not based on totals of individual ratings of articles. The somewhat higher overall rating for the 1995 edition is considered significant, if slight.

**Respondents' Comments**

The Field Focus Group was also asked to write comments on each article in each edition of the Handbook. Comments on the Pre-Production Questionnaire, along with respondents' numerical ratings, were very much taken into consideration by the editor and Editorial Board in preparing the Table of Contents for the 1995 Edition. All of the comments from both the Pre- and Post-Production Questionnaires are attached. Many of the comments are remarkably thoughtful; note, however, that many of the comments contradict one another.

An additional conclusion can be drawn from the comments. In the context of a readership ranging from novice volunteer tutors to experienced, certified teachers, comments such as "Some of the articles may be too technical for volunteer tutors" indicate

that 1) we are unable to speak appropriately to every reader and that 2) some volunteer tutors may perceive themselves as less professional than their funders would like them to perceive themselves, or that they perceive their teaching task as less demanding than in fact it probably is.

### General Conclusions

In response to the primary objective of the Handbook project—*To test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition of the statewide Staff Handbook would increase the likelihood that the publication would meet the needs of the target audience more effectively than the last edition*—the following basic conclusion may be drawn: **Based on a comparison of the overall ratings given to the two editions of the Handbook by the Field Focus Group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition would better meet the needs of ABLE practitioners in Pennsylvania than the 1992 edition.**

Despite its limitations, the Field Focus Group approach provided unprecedented and unusually valuable editorial input from practitioners in the field, i.e. the target readership.

In light of the scant opportunity for direct comparison between the pre- and post-production responses, questionnaires such as this would best serve as field input for editorial direction of the Handbooks and as professional interest surveys of ABLE staff in Pennsylvania.

There is great value in having collected so much evaluative data; however, the Handbook probably received more reader response than would actually be needed in a project of this sort. On the other hand, this Handbook received enormously more scrutiny than any comparable project has ever received in the past, which is surely a positive aspect of this most recent effort.

## RECOMMENDATIONS

1. The Staff Handbook should be disseminated at no charge to practitioners in adult basic and literacy education throughout Pennsylvania, as available quantity permits, and be encouraged for use in local and regional programs of orientation and professional development.
2. A Field Focus Group should not be used in the production of the upcoming administrators edition of the Handbook, but the procedure used in this project should be applied in modified form to help direct editorial content of subsequent editions of any such Handbook.
3. Future editions of the Staff Handbook should solicit and apply some form of input from the field regarding its content, but through a process that is more concrete and manageable than that used in the Field Focus Group process used in this project.
4. In response to the staff competencies component of this project, the Bureau of Adult Basic and Literacy Education should consider implementing a competency-based staff development plan for Pennsylvania. Specific recommendations are detailed in the report for that component of this project. ■

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## ATTACHMENTS

Writer's Guidelines

Letters from Editorial Board members

Pre-Production Questionnaire

Table of Contents: 1992 Handbook

Spreadsheets: Totals and Average Scores, Pre-Production

Graphs: Readability/Clarity/Focus and Author's Expertise:

Average Ratings, Pre-Production

Field Focus Group Comments, Pre-Production

Post-Production Questionnaire

Table of Contents: 1995 Handbook

Spreadsheets: Totals and Average Scores, Post-Production

Graphs: Readability/Clarity/Focus and Author's Expertise:

Average Ratings, Post-Production

Field Focus Group Comments, Post-Production

Staff Handbook, 1995 Edition

Staff Competencies report

**The Pennsylvania  
Adult Basic and Literacy Education  
STAFF HANDBOOK  
1995 Edition**

**• WRITERS' GUIDELINES •**

The 1995 edition of *The Pennsylvania Adult Basic and Literacy Education Staff Handbook* is being produced under a Section 353 grant by New Educational Projects, Inc., Lancaster. We are pleased that you have agreed to be a part of this cooperative project.

In an effort to give the new edition of the *Handbook* a cohesive style and to give writers a better sense of purpose, please refer to these guidelines as you prepare or revise your manuscript. If you have any questions, please call the editor, Tana Reiff, at 717-299-8912.

**1.** Manuscript submission deadline is **January 9, 1995**. Please try to meet that deadline, since we need time to prepare the manuscripts for the Editorial Board's review prior to publication. In the past we had December deadlines, but many of the writers preferred to work on their articles over the holidays and the "deadline" ended up being rather meaningless. So we're pushing back the deadline to January in hopes that more of you will be able to make that later date. If you see you're still running late, please call the editor as soon as you can to make other arrangements.

**2.** Ideal submission formats for manuscripts are either on 3-1/2" disk or via e-mail (use Attach File function; compress file; we can decompress anything; address: tanars@aol.com). We use Microsoft Word for Macintosh but can convert virtually any document, regardless of the program or platform in which it was created, as long as it's on a 3-1/2" disk, normal or high-density. Please also submit a hard copy by mail or fax. If you wish to send your file via modem, please call first. If you are making only minor changes to a previously published article, you may mark them directly on the old paper copy.

**3.** Please adhere to the word limit requested in your assignment letter. Within a set number of pages budgeted, each article has been allocated a specific amount of space. Submissions that exceed the word limit must be edited to fit; it's better for you to determine what should be included than the editor. On the other hand, it's fine if your article runs short.

**4.** As grateful as we are for your contribution, it is necessary to reserve the right to edit for style, length, clarity, consistency, and appropriateness. Most editing is minor, but we cannot promise to publish your manuscript verbatim.

**5.** As you write, please keep in mind that the audience is comprised of Pennsylvania Adult Basic and Literacy Education staff: teachers, tutors, counselors, etc. Please maintain your content and style on the practitioner level. The *Handbook* is intended as a credible, authoritative, yet reader-friendly introductory resource for ABLE staff, not a scholarly journal. Please provide a theoretical framework as well as practical, turnkey applications ("This is why ... this is how ...").

**6.** Please list your byline on the manuscript as you wish it to appear in the *Handbook*.

**7.** Footnotes are inappropriate for this format. However, we encourage you to submit a brief bibliography of resources for readers interested in pursuing further information on your topic.

**8.** If you wish to review your edited manuscript prior to publication, please indicate so when you submit your manuscript. We will supply you a proof copy only on request.

**9.** You will receive one copy of the finished *Handbook* by mail next spring. If you desire extra copies, please request them, at no charge, from either state literacy resource center, not from New Educational Projects.

**10.** The *Handbook* will bear a copyright notice under the Commonwealth of Pennsylvania; however, all published materials will effectively fall into public domain, as PDE retains "a royalty-free, nonexclusive and irrevocable right to reproduce, publish, or otherwise use and, to authorize others to use, the work for state government purposes." Authors may not hold individual copyright but may reproduce, use, and/or reprint their own materials or those of any other author in the *Handbook* under the aforesaid conditions.

October 14, 1994

Dear Tana,

I first want to thank you and Cheryl for the opportunity to serve on the editorial board. This brief encounter lends proof to the serious commitment that exists for maintaining quality ABLE programs in Pennsylvania. I'm sure each board member appreciates the rigor and challenge of this task. Driving home that afternoon, I reflected on Sarason ( 1990 ) saying that changing a system is not for the conceptually and interpersonally faint hearted.

Concerning the outline, I must comment on section 4, "Teaching Adults." Might we consider dividing this section in half so that a relative balance exists with the number of articles in each section. To facilitate this sub-division, one common theme seems to center on the adult student in programs that range from ESL to family literacy, etc. Is there a need for an article on cooperative learning in this section or sub-section.

I would like to make the following general comments. The Pennsylvania ABLE Staff Book is a valuable resource for all practitioners. The handbook reflects the priority for quality information so that tutors and teachers are familiar with the educational process that helps adults learn in Pennsylvania.

In many ways, this project more than qualifies for the Baldrige Award. First, an emphasis exists for customer satisfaction in that quality is customer driven. A measurement of the factors that drive customer satisfaction is present. In this regard I point to the extensive survey that evaluates each article's content and delivery. Secondly, a continuous and systematic search for more effective and efficient ways exists to achieve the goals of the organization.

I do believe that your collaborative approach is a win-win that works to everyone's ultimate advantage. Everyone's dedication to continuous improvement brings to mind what the Japanese call kaizen, a society wide covenant of mutual help that promotes a process of getting better and better, day by day. Enough said. Stay well.

If you want more input on TQI, please advise.

With kind regards,

*Frank J. Malone*

April 25, 1987

To: Tana  
From: Twila  
Re: Staff Handbook

I want to thank you for the opportunity to work on the Staff Handbook. I not only read very thoroughly every sentence of the handbook, but learned a great deal. I have always found the handbook useful, but must admit that I have not digested it from cover to cover!

Two aspects impressed me while working on this project. The first was the opportunity to work with others around the state in the day long meeting. The sharing of philosophy and priorities was a very definite benefit of working on this project. The second was the opportunity to work with a very organized and creative individual that is able to listen, discern, digest, and put the message all together...a unique task and one that you do so very well.

Again, thank you for allowing me the privilege of working on this project. I am certain that I gained far more than I had imagined.

Tana,

My editorial board experience was truly enlightening and I feel privileged to have been a part of the group. Most of the articles were well written and informative. I am certain people will find it must read material.

The timing was somewhat challenging. I must admit however, that your schedule was in place months prior to the Dept. of Education's revised proposal due dates and several other deadlines I found myself faced with. Luckily the articles were well formatted and easy to read and edit.

It was a pleasure working with you. I'm impressed with your expertise, knowledge, leadership and style. I look forward to future endeavors.

*Valerie Nye*

## Field Focus Group Post-Production Questionnaire

As you will recall, you reviewed the 1992 edition of the Staff Handbook last fall. Now that the 1995 edition is here (incorporating many Field Focus Group suggestions), it is time to do a comparable review on this new edition. Please return this entire booklet in the envelope provided by **May 25, 1995**. We will then send you a \$50 honorarium in appreciation of your effort (Regional Staff Development Center coordinators excluded). (We said before that it would be \$75 but not everyone participated.) Thank you very much. The Field Focus Group's fall input was carefully considered and has been a valuable contribution to this project. And again remember, we are looking for frank opinions, not compliments!

—Tina Reiff, Project Director/Editor

Your Region # \_\_\_\_\_

Your primary area of involvement (please check one):

- Regional Staff Development Center Coordinator
- ABE/GED
- Volunteer Literacy Tutoring
- English as a Second Language
- Other: \_\_\_\_\_

Your name: \_\_\_\_\_

Position: \_\_\_\_\_

Agency/Location: \_\_\_\_\_

## Section 1: Evaluating the 1995 edition of the Handbook.

Please scan the articles in the 1995 edition of the Staff Handbook that apply to your own adult education practice. This may include any general or specific article in the book. Then, at right, rate each article according to the indicated criteria.

**PLEASE NOTE if you indicate a "1" in the very first column, you will not complete the remaining ratings for that article.**

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A. Relevance:	B. Readability/ clarity/focus:	C. Author's expertise:	D. Future status:	E. Specific comments on this article:
1 Topic does not apply to my general or specific needs, no further comments	1 Poor 2 Mediocre 3 Good 4 Excellent	1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	1 Retain this article, with minor revisions, in the next edition 2 Retain this article in the next edition, but rewrite with a different author 3 Delete this article in the next edition	(e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)
2 Topic SHOULD AND DOES speak to my general or specific needs				
3 Topic should but DOES NOT speak to my general or specific needs				
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A. Relevance:	B. Readability/ clarity/focus:	C. Author's expertise:	D. Future status:	E. Specific comments on this article:
1 Topic does not apply to my general or specific needs; no further comments	1 Poor 2 Mediocre 3 Good 4 Excellent DOES speak to my general or specific needs	1 Not appropriate or appropriate to the topic 2 Adequate 3 Very appropriate and appropriate to the topic Topic should but DOES NOT speak to my general or specific needs	1 Retain this article with minor revisions in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	(e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)
2 Topic SHOULD AVOID				
3 Topic should but DOES NOT speak to my general or specific needs				
4 Topic does not apply to my general or specific needs				

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A. Relevance:	B. Readability/ clarity/focus:	C. Author's expertise:	D. Future status:	E. Specific comments on this article:
1 Topic does not apply to my general or specific needs or further comments	1 Poor 2 Mediocre 3 Good 4 Excellent	1 Not appropriate or appropriate to the topic 2 Adequate 3 Very appropriate and appropriate to the topic	1 Retain this article with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	
2 Topic SHOULD AND DOES speak to my general or specific needs				
3 Topic should but DOES NOT speak to my general or specific needs				

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**Section B. General comments.** (Please use additional paper if needed.)

1. **New topics.** What topics in your primary area of expertise—with broad appeal to other ABLE educators with similar interests—do you feel should be included in the next edition of the Staff Handbook? Please suggest possible Pennsylvania authors if you can, including addresses and phone numbers.
2. **Section divisions.** Notice the way in which articles are divided into sections: A Background for the Adult Educator, Understanding the Adult Learner, etc. Should certain topics be covered under a different section? Have we covered all of the broad areas an ABLE practitioner needs to know about? Etc.
3. **Reader friendliness.** How well do you think the Staff Handbook is organized? Is the index helpful? Is the general format accessible? What goes through your mind as you approach this resource?
4. **Design/appearance/packaging.** How does the Staff Handbook look? What are the strengths and weaknesses of the presentation? Clear? Readable? Cluttered? Etc. Please be as specific as possible
5. **Overall evaluation.** Please offer any other comments or suggestions you would like to make at this time. Then assign the two numerical ratings indicated below to the product as a whole, on a scale of 100

Estimated percentage of the book that applies to your general or specific needs. \_\_\_\_\_ % Overall rating (1-100): \_\_\_\_\_

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<b>5 A.BACKGROUND FOR ADULT EDUCATOR</b>							
6 ROLE		2	25	2			29
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9 ABLE		6	23	0			29
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16 ORGANIZING		6	19	4			29
17 4 E'S		2	23	3			28
18 LRNG DISAB		4	21	2			27
19 RECRUIT		9	17	3			29
<b>20 C.INTAKE &amp; ASSESSMENT</b>							
21 INTAKE/TONE		6	20	3			29
22 TESTING		9	18	1			28
23 4 ASSMNTS		10	13	5			28
24 INFORMAL		6	18	5			29
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28 NEW READER		7	18	2			27
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30 MODEL LESSON		2	25	1			28
31 MATH		11	14	3			28
32 HOWMCHMATH		14	9	4			27
33 PREGED		11	13	3			27
34 GED		11	13	3			27
35 GED/GLANCE		11	15	1			27
36 PREP GED		11	15	2			28
37 GEDWRITING		10	18	0			28
38 TIPS		10	18	0			28
39 ESL/ADULTS		13	15	1			29
40 ESL READING		13	15	1			29
41 CURRIC		6	20	3			29
42 CHECKLIST		6	19	3			28
43 FAM LIT		15	10	1			26
44 WORKPLACE		13	14	0			27
45 NONTRAD MAT		4	25	0			29
46 DISTANCE		16	10	1			27
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48 AE&MULTI		6	16	7			29
49 SENSITIVE?		6	19	4			29
50 HISPANIC		12	15	2			29

	AE	AF	AG	AH	AI	AJ	AK
5 1	PATIENT ED		22	5	0		27
5 2	INCARCERATED		17	10	1		28
5 3	HOMELESS		19	7	1		27
5 4	F.SUPPLEMENTAL ACTIVITIES						
5 5	COUN/PERS		7	18	3		28
5 6	INSTR AS COUN		3	24	2		29
5 7	CAREER PREP		9	17	1		27
5 8	PR		17	11	1		29
5 9	RURAL PR		19	7	2		28
6 0	REC ACHVMT		2	24	2		28
6 1	OUTSTANDING		9	20	0		29
6 2	ALUMNI		17	10	0		27
6 3	G.PROFESSIONAL SUPPORT						
6 4	STAFF DEV'L		6	21	1		28
6 5	ADVANCE		7	22	0		29
6 6	GRAD PROG		11	18	0		29
6 7	PAACE		3	26	0		29
6 8	TLC		7	20	1		28
6 9	AAACE		8	21	0		29
7 0	GEDTS		11	15	0		26
7 1	IRA		7	21	0		28
7 2	ISAL		5	22	1		28
7 3	NCAL		7	20	1		28
7 4	H.APPENDICES						
7 5	BOOKSHELF		2	23	3		28
7 6	PUBLISHERS		4	24	1		29
7 7	GED TEST CTRS		1	9	0		10
7 8	WRITERS		6	19	1		26
7 9	DATES		3	23	1		27
8 0	GLOSSARY		3	21	2		26
8 1	GLOSS/ABB		3	22	1		26
8 2	STAFF		5	18	1		24

	AE	AF	AG	AH	AI	AJ	AK
<b>8 3 B. READABILITY/CLARITY/FOCUS</b>							
<b>8 4 A. BACKGROUND FOR ADULT EDUCATOR</b>							
8 5 ROLE	3.444444444	0	0	15	12	27	
8 6 HISTORY	2.833333333	0	8	12	4	24	
8 7 NLA	2.875	2	5	11	6	24	
8 8 ABLE	3	1	4	12	6	23	
8 9 VOLUNTEERS	3.629629629	0	0	10	17	27	
9 0 CERTIFICATION	3.166666666	0	5	10	9	24	
9 1 NALS	3.16	0	2	17	6	25	
<b>9 2 B. CREATING A LEARNING ENVIRONMENT</b>							
9 3 WHO?	3.461538461	0	1	12	13	26	
9 4 STYLES	3.214285714	1	4	11	12	28	
9 5 ORGANIZING	3.173913043	0	5	9	9	23	
9 6 4 E'S	3.115384615	1	6	8	11	26	
9 7 LRNG DISAB	3.260869565	0	2	13	8	23	
9 8 RECRUIT	3.1	0	3	12	5	20	
<b>9 9 C. INTAKE &amp; ASSESSMENT</b>							
10 0 INTAKE/TONE	3.130434782	0	5	10	8	23	
10 1 TESTING	3	1	4	9	6	20	
10 2 4 ASSMNTS	3.052631578	1	4	7	7	19	
10 3 INFORMAL	2.916666666	0	7	12	5	24	
10 4 LRNG GOALS	3.259259259	0	5	10	12	27	
<b>10 5 D. CURRICULUM, MATERIALS, &amp; METHODS</b>							
10 6 HOW TO TEACH	3.192307692	0	4	13	9	26	
10 7 NEW READER	3	1	3	12	5	21	
10 8 WHOLELANG	2.708333333	2	7	11	4	24	
10 9 MODEL LESSON	3.259259259	0	5	10	12	27	
11 0 MATH	2.944444444	1	3	10	4	18	
11 1 HOWMCHMATH	2.8	1	3	9	2	15	
11 2 PREGED	2.944444444	1	5	6	6	18	
11 3 GED	2.722222222	1	6	8	3	18	
11 4 GED/GLANCE	3.25	1	1	7	7	16	
11 5 PREP GED	2.888888888	1	4	9	4	18	
11 6 GEDWRITING	3.210526315	1	0	12	6	19	
11 7 TIPS	3.210526315	1	2	8	8	19	
11 8 ESL/ADULTS	2.866666666	0	4	9	2	15	
11 9 ESL READING	3	1	2	9	4	16	
12 0 CURRIC	3.090909090	0	3	14	5	22	
12 1 CHECKLIST	3.391304347	0	4	6	13	23	
12 2 FAM LIT	2.928571428	1	2	8	3	14	
12 3 WORKPLACE	2.857142857	0	4	8	2	14	
12 4 NONTRAD MAT	3.375	0	2	11	11	24	
12 5 DISTANCE	2.5	1	5	5	1	12	
<b>12 6 E. MULTICULTURALISM &amp; SPECIAL POPULATIONS</b>							
12 7 AE&MULTI	2.782608695	0	8	12	3	23	
12 8 SENSITIVE?	3.045454545	0	6	9	7	22	
12 9 HISPANIC	3.176470588	0	3	8	6	17	
13 0 PATIENT ED	2.714285714	2	0	3	2	7	
13 1 INCARCERATED	2.615384615	3	2	5	3	13	
13 2 HOMELESS	2.5	2	3	3	2	10	

AE	AF	AG	AH	AI	AJ	AK
<b>133 F.SUPPLEMENTAL ACTIVITIES</b>						
134 COUN/PERS	2.952380952	1	3	13	4	21
135 INSTR AS COUN	3.230769230	0	5	10	11	26
136 CAREER PREP	2.8	2	5	8	5	20
137 PR	3.307692307	1	1	4	7	13
138 RURAL PR	3	1	1	5	3	10
139 REC ACHVMT	3.076923076	2	1	16	7	26
140 OUTSTANDING	3.090909090	2	2	10	8	22
141 ALUMNI	3.363636363	1	1	2	7	11
<b>142 G.PROFESSIONAL SUPPORT</b>						
143 STAFF DEV'L	3.347826086	0	3	9	11	23
144 ADVANCE	3.5	0	2	7	13	22
145 GRAD PROG	3.388888888	0	2	7	9	18
146 PAACE	3.166666666	0	3	14	7	24
147 TLC	2.894736842	1	5	8	5	19
148 AAACE	3.1	0	4	10	6	20
149 GEDTS	3.25	0	2	8	6	16
150 IRA	3.157894736	0	3	10	6	19
151 ISAL	3.15	0	3	11	6	20
152 NCAL	3	0	4	10	4	18
<b>153 H.APPENDICES</b>						
154 BOOKSHELF	3.48	0	2	9	14	25
155 PUBLISHERS	3.681818181	0	1	5	16	22
156 GED TEST CTRS	3.5	0	1	2	5	8
157 WRITERS	3.526315789	0	1	7	11	19
158 DATES	3.476190476	0	2	7	12	21
159 GLOSSARY	3.545454545	0	2	6	14	22
160 GLOSS/ABB	3.545454545	0	1	8	13	22
161 STAFF	3.555555555	0	1	6	11	18
<b>162 AVG READABILITY:</b>						
163	3.126541750					

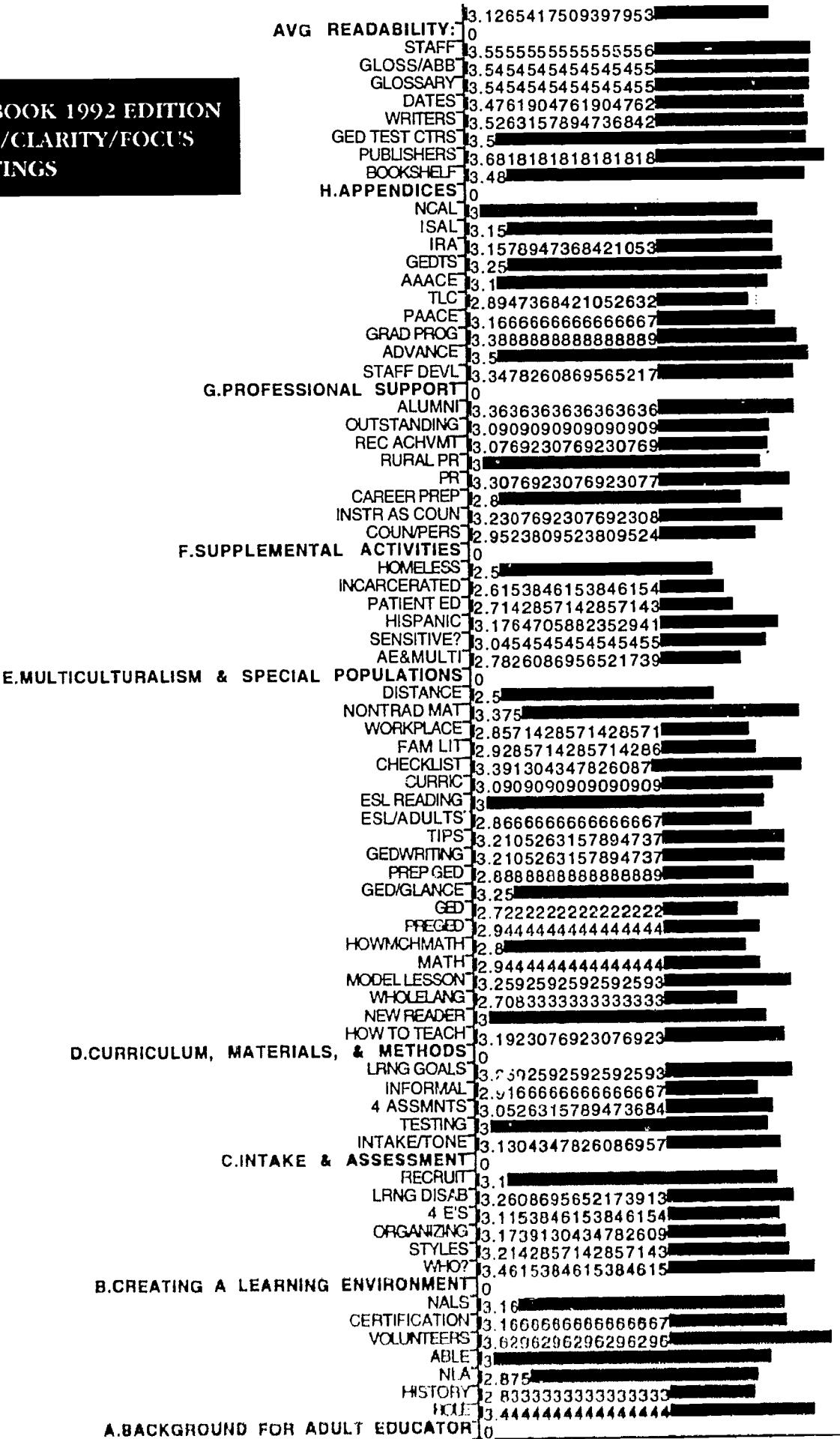
AE	AF	AG	AH	AI	AJ	AK
<b>164 C.AUTHOR'S EXPERTISE</b>						
165	AVG RATING	TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
<b>166 A.BACKGROUND FOR ADULT EDUCATOR</b>						
167 ROLE	2.807692307	0	5	21		26
168 HISTORY	2.625	0	9	15		24
169 NLA	2.458333333	2	9	13		24
170 ABLE	2.739130434	0	6	17		23
171 VOLUNTEERS	2.888888888	0	3	24		27
172 CERTIFICATION	2.666666666	0	8	16		24
173 NALS	2.8	0	5	20		25
<b>174 B.CREATING A LEARNING ENVIRONMNT</b>						
175 WHO?	2.807692307	1	3	22		26
176 STYLES	2.75	1	5	22		28
177 ORGANIZING	2.652173913	1	6	16		23
178 4 E'S	2.730769230	0	7	19		26
179 LRNG DISAB	2.565217391	2	6	15		23
180 RECRUIT	2.7	0	6	14		20
<b>181 C.INTAKE &amp; ASSESSMENT</b>						
182 INTAKE/TONE	2.521739130	1	9	13		23
183 TESTING	2.368421052	2	8	9		19
184 4 ASSMNTS	2.222222222	4	6	8		18
185 INFORMAL	2.416666666	2	10	12		24
186 LRNG GOALS	2.703703703	1	7	18		27
<b>187 D.CURRICULUM, MATERIALS, &amp; METHODS</b>						
188 HOW TO TEACH	2.64	1	8	15		25
189 NEW READER	2.619047619	1	6	14		21
190 WHOLELANG	2.458333333	1	11	12		24
191 MODEL LESSON	2.703703703	1	6	20		27
192 MATH	2.5	2	5	11		18
193 HOWMCHMATH	2.307692307	0	9	4		13
194 PREGED	3.1875	0	6	9		16
195 GED	2.4075	1	7	8		16
196 GED/GLANCE	2.615384615	1	3	9		13
197 PREP GED	2.352941176	1	9	7		17
198 GEDWRITING	2.833333333	0	3	15		18
199 TIPS	2.789473684	0	4	15		19
200 ESL/ADULTS	2.533333333	0	7	8		15
201 ESL READING	2.625	1	4	11		16
202 CURRIC	2.727272727	0	6	16		22
203 CHECKLIST	2.761904761	1	3	17		21
204 FAM LIT	2.583333333	0	5	7		12
205 WORKPLACE	2.466666666	0	8	7		15
206 NONTRAD MAT	2.76	1	4	20		25
207 DISTANCE	2.363636363	1	5	5		11
<b>208 E.MULTICULTURALISM &amp; SPECIAL POPULATIONS</b>						
209 AE&MULTI	2.304347826	3	10	10		23
210 SENSITIVE?	2.545454545	1	8	13		22
211 HISPANIC	2.588235294	2	3	12		17
212 PATIENT ED	2.6	0	2	3		5
213 INCARCERATED	2.363636363	1	5	5		11

AE	AF	AG	AH	AI	AJ	AK
214 HOMELESS	2.25	0	6	2		8
<b>215 F. SUPPLEMENTAL ACTIVITIES</b>						
216 COUN/PERS	2.45	1	9	10		20
217 INSTR AS COUN	2.653846153	0	9	17		26
218 CAREER PREP	2.444444444	1	8	9		18
219 PR	2.75	1	1	10		12
220 RURAL PR	2.444444444	1	3	5		9
221 REC ACHVMT	2.56	1	9	15		25
222 OUTSTANDING	2.6	0	8	12		20
223 ALUMNI	2.8	0	2	8		10
<b>224 G. PROFESSIONAL SUPPORT</b>						
225 STAFF DEV'L	2.826086956	0	4	19		23
226 ADVANCE	3	0	1	20		22
227 GRAD PROG	2.833333333	0	3	15		18
228 PAACE	2.875	0	3	21		24
229 TLC	2.666666666	0	6	12		18
230 AAACE	2.7	0	6	14		20
231 GEDTS	2.6875	0	5	11		16
232 IRA	2.526315789	1	7	11		19
233 ISAL	2.75	0	5	15		20
234 NCAL	2.611111111	0	7	11		18
<b>235 H. APPENDICES</b>						
236 BOOKSHELF	2.75	2	2	20		24
237 PUBLISHERS	2.954545454	1	0	20		22
238 GED TEST CTRS	3.111111111	0	0	8		9
239 WRITERS	2.888888888	0	2	16		18
240 DATES	2.818181818	1	3	17		22
241 GLOSSARY	2.714285714	1	4	16		21
242 GLOSS/ABB	2.772727272	1	4	16		22
243 STAFF	2.833333333	1	2	14		18
<b>244 AVG AUTH. EXPERTISE:</b>						
245	2.648055296					

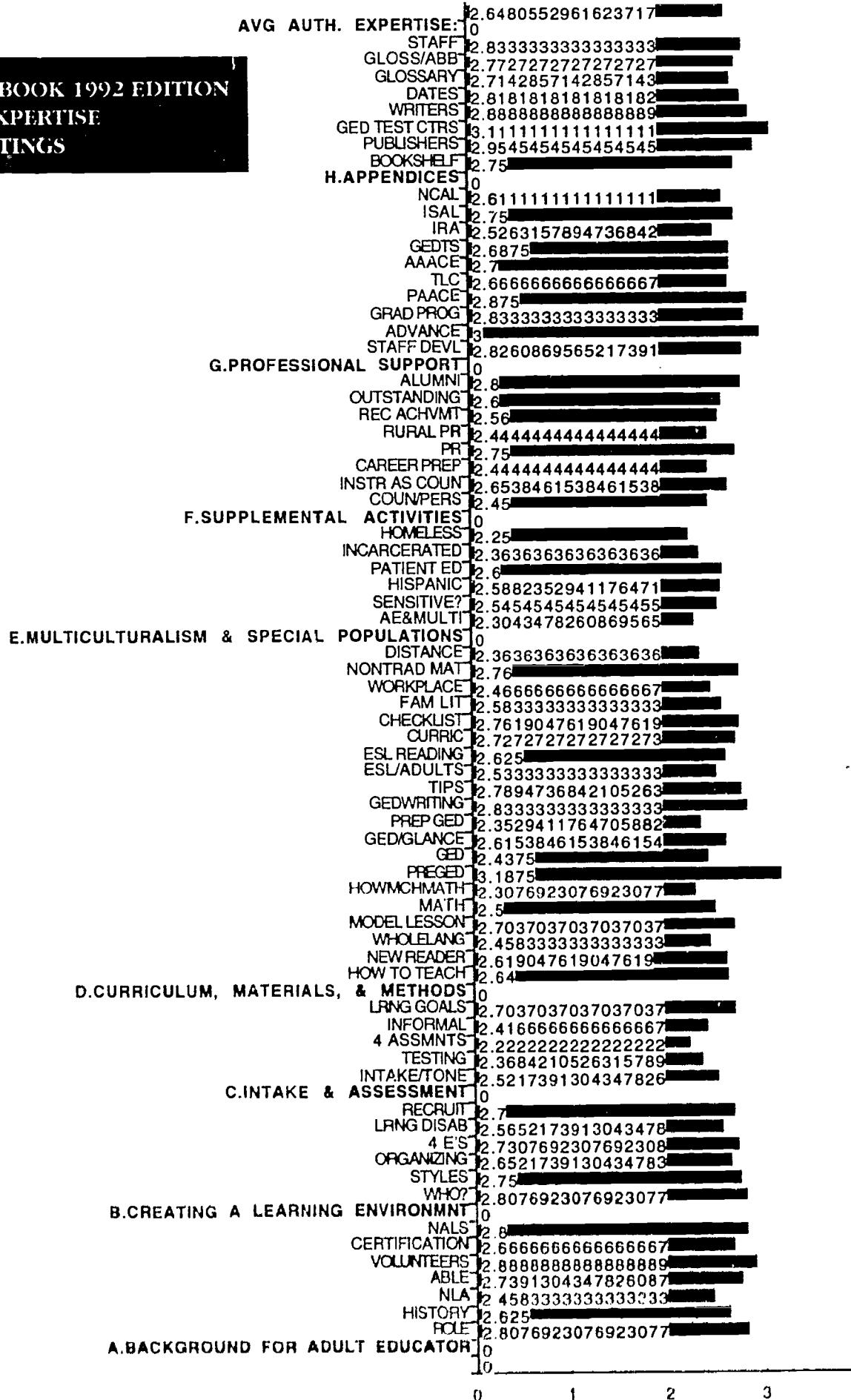
AE	AF	AG	AH	AI	AJ	AK
<b>246 D.FUTURE STATUS</b>						
247		TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
<b>248 A.BACKGROUND FOR ADULT EDUCATOR</b>						
249 ROLE		24	2	1		27
250 HISTORY		15	8	1		24
251 NLA		18	6	0		24
252 ABLE		16	6	0		23
253 VOLUNTEERS		24	3	0		27
254 CERTIFICATION		18	5	1		24
255 NALS		19	2	4		25
<b>256 B.CREATING A LEARNING ENVIRONMNT</b>						
257 WHO?		26	0	0		26
258 STYLES		20	7	0		28
259 ORGANIZING		18	5	0		23
260 4 E'S		22	3	2		28
261 LRNG DISAB		17	5	1		23
262 RECRUIT		15	5	0		20
<b>263 C.INTAKE &amp; ASSESSMENT</b>						
264 INTAKE/TONE		18	4	1		23
265 TESTING		16	3	0		19
266 4 ASSMNTS		12	5	1		18
267 INFORMAL		16	5	3		24
268 LRNG GOALS		24	3	0		27
<b>269 D.CURRICULUM, MATERIALS, &amp; METHODS</b>						
270 HOW TO TEACH		21	2	2		25
271 NEW READER		16	4	1		21
272 WHOLELANG		15	6	2		23
273 MODEL LESSON		23	1	3		27
274 MATH		13	3	1		17
275 HOWMCHMATH		9	2	3		14
276 PREGED		11	2	3		16
277 GED		13	3	0		16
278 GED/GLANCE		12	2	1		15
279 PREP GED		9	6	2		17
280 GEDWRITING		16	2	0		18
281 TIPS		15	2	1		18
282 ESL/ADULTS		7	5	1		14
283 ESL READING		12	3	1		16
284 CURRIC		18	1	2		21
285 CHECKLIST		18	2	3		23
286 FAM LIT		7	4	1		12
287 WORKPLACE		10	3	1		14
288 NONTRAD MAT		21	3	1		25
289 DISTANCE		6	4	1		11
<b>290 E.MULTICULTURALISM &amp; SPECIAL POPULATIONS</b>						
291 AE&MULTI		11	9	2		23
292 SENSITIVE?		13	2	0		22
293 HISPANIC		15	0	2		17
294 PATIENTED		3	2	0		5
295 INCARCERATED		7	3	1		11

AE	AF	AG	AH	AI	AJ	AK
296 HOMELESS		4	4	0		8
297 F.SUPPLEMENTAL ACTIVITIES						
298 COUNPERS		16	4	1		21
299 INSTR AS COUN		24	1	1		26
300 CAREER PREP		12	5	1		18
301 PR		10	1	0		11
302 RURAL PR		7	1	1		9
303 REC ACHVMT		21	3	1		25
304 OUTSTANDING		15	5	1		21
305 ALUMNI		7	0	1		8
306 G.PROFESSIONAL SUPPORT						
307 STAFF DEV'L		20	2	1		23
308 ADVANCE		21	1	0		22
309 GRAD PROG		18	0	0		18
310 PAACE		20	3	1		24
311 TLC		15	2	1		18
312 AAACE		18	1	1		20
313 GEDTS		12	2	1		15
314 IRA		16	5	0		21
315 ISAL		19	1	1		21
316 NCAL		15	3	1		19
317 H.APPENDICES						
318 BOOKSHELF		22	2	1		25
319 PUBLISHERS		21	1	0		22
320 GED TEST CTRS		8	1	0		9
321 WRITERS		19	1	0		20
322 DATES		20	1	2		23
323 GLOSSARY		21	0	2		23
324 GLOSS/ABB		22	0	1		23
325 STAFF		19	0	1		20
326						
327						
328... OVERALL APPLICABILITY (%)				73.9615384		
329						
330... OVERALL RATING (%)				88.3461538		

STAFF HANDBOOK 1992 EDITION  
READABILITY/CLARITY/FOCUS  
AVERAGE RATINGS



STAFF HANDBOOK 1992 EDITION  
AUTHOR'S EXPERTISE  
AVERAGE RATINGS



**Field Focus Group Comments  
Pre-Production Questionnaire  
(Staff Handbook 1992 Edition)**

**Your role as an educator of adults**

has no valuable information

Material presented in interesting - readable format

clear + informative

adequate length

So-what's the point of these findings?

useful to me because I can see possible audience for training; update it

interesting and helpful

include more quotes from practitioners - include struggles

The title says adult "educator" but it's more than teachers. Maybe use literacy provider or practitioner.

Serves as an excellent overview.

Seems to be quite comprehensive

This article is clear and cogent.

nothing needs changed

Update the material - field has grown

I am a volunteer and not in a classroom situation

Relevant information

I would include a summation paragraph following duties outlined

should have written as an essay-analyzing, critiquing, using quotes, etc.

Add a summary that relates overlap of responsibilities of positions

trim to one lead page

Perhaps investigate split in coor/director respons.

**A brief look at the history of adult education**

make the article more relevant/more information

PA State Assn. for Adult Educ. Preamble not necessary

bogged down in beginning - very good conclusion though

informative

once again - so! Why is this information important?

too much "academia"

boring

include more on political history of lit. - its changing role as perceived by society. See Cook Gumperz&Graff. Also Brookfield.

Simplify, present in a more user-friendly style.

Include a few concrete examples in ¶1 and 2

This article is important for giving a background.

should be modified to show changes in past 20 yrs. only

more on formation of agencies provided adult ed services

An article on history of adult education should be a more recent focus

Interesting but very "dry." hard to read

good historical data and info

**National Literacy Act of 1991**

update information to current year

informative

Explanations of specifically named grants would be much appreciated

This affects nat'l literacy ratings; therefore, proficiency should be described

Include any new legislation between 1991-1994 w/applications to ad.ed.

update it

information that should be known

place 1991 act in terms of past acts. What's changed? Why?

More user-friendly for teachers/tutors

Again this article is important.

This needs to be made longer, more details  
updated info

I do not administer a program not write grants  
Too short, not clear

perhaps another article the consequences of NLA to a program

#### **Programs administered by the Bureau of Adult Basic and Literacy Education**

update information for current year

informative

update

a lot of redundant info with above article

information that should be known

Use subheadings for diff. funding categories/section title is confusing. Could it be something like:

    Funding Sources for Bureau of ABLE?

Article content "dry"

This article again gives pertinent information.

This also should be made longer - more details

update info

update

lots of info, good reading

include new statistical/program info

#### **Effective volunteers**

include tips of getting rid of bad volunteers & interview prospective volunteers

Put in section B or D. Doesn't seem to fit here.

much info. - concise - very readable

appropriate for effective program

Of use to all phases of ABLE utilizing volunteers

Examples would raise interest.

excellent!

helpful to some

Rename section, eg Guidelines for Effectively Managing Volunteers

Well-presented

This is an excellent help for volunteers

nothing needs changed

roles of volunteers

This article focuses on the volunteer in a classroom situation

Title is misleading--article is more a description of volunteer bill of rights than effectiveness

clearly stated. Easy to read

only to give other perspectives

#### **Teacher certification and adult education**

update information for current year

Second section could be clearer. This is important to most educators.

good, concise background info and conclusions presented

have continuous follow-up

having provisional certification, which will be lost in Adult Ed., is a problem

Write with greater clarity.

I'd like to read more on this topic

Revise, update; possible implications w. OBE issues.

only if changes are evident

good information

Add update in next edition

This article is acceptable but not as important as the preceding five articles.

353 grant in Region 4 on certification

No certification needed / change the focus of the first ¶ to match 29

Keep abreast & update this info as needed

have Rich Gacka write about "Registration"  
interesting and new views  
Provide update at the end of article  
could someone edit/update?

**The National Adult Literacy Survey**  
include results from the study reported in 1993  
Could be shorter definition of literacy  
good summary of info  
interesting data for teachers  
Let's see the results!  
Vital info. for new literacy tutors/instructors  
go with new state survey!  
survey is informative

Because the meaning of NALS is somewhat debated replace w/discussion of various  
definitions/views of lit&why&how illiteracy #'s have been done. This might more approp.  
come after hist. of ad.ed.

Add update in next edition

This article is adequate but is not as important as the first five.

nothing needs changed

print results

Update with results of surveys

Discussion on findings of NALS will demand different focus and so different article  
also an article on PA Literacy Survey results  
important info for literacy educators  
include results or indicators from 93 NALS  
update

### **Who are your students?**

update statistics

Could be highlighted in a box /statistics in 1st column could be in a graph or table form  
interesting - new info for me

good, to the point, informative

Nice intro to the section.

Revise w/current statistics + possible trends

good question???

Well-done

measures of success - slightly nebulous

This article is helpful in order to see the larger situation.

should add how many students are single parents

updated info

Use %'s rather than numbers in tables

Listing of stats in prose form seems tedious. Would a chart or graph serve the purpose better.

Update article/also new location should be considered

good statistics and information to use as an organization to fit student needs

imagine all the hours of compilation that goes into these numbers: and the bubble forms.

sets stage

### **Learning styles: teaching to the individual**

too much fluff - no relevant material - every educator knows about learning styles - give me  
something I can use!

too wordy

possible to add a specific learning styles index or assessment?

to the point

What is learning style assessment + where available?

Deal with correct and positive, not incorrect and negative

Add and develop p. 7 different types of styles

Great! How about some strategies?

learning styles are important

Too general. Give more examples, but stay away from labels. Don't emphasize lrng style tests, but do emphasize ongoing interaction btw. tchr&lrner re what does & doesn't work

What are the learning styles? Classify. How to detect?

Can you include/suggest learning style inventories?

Sharply disliked first ¶ - "fake it" etc. - offensive. Also inaccurate generalizations

An important article that should be expanded.

add data about tutors that don't follow a format to teach but succeeds

get a diff. perspective / suggest resources available on topic

Expand on this one -- it's important

This article should be expanded to include ways to determine learning styles

Anecdote should begin article. Present opening is weak.

good information and usefulness

Shorten-more examples & explanation; less theory

delete last 4 ¶s

A MUST

### **Organizing a place to learn**

excellent

to the point

Title does not describe the topic

Wonderful!

Necessary topic, but a bit too long. Does not apply well to certified teachers.

condescending

Emphasize that planning & class structure should be negotiated w/lrnrs based on lrnr goals

Change title to fit article

Could be streamlined or condensed

Excellent article. Are you including GED? If yes, clarify. If not, please do.

This is another important article that should be expanded.

I am not involved in classroom teaching

More discussion on whole group activities

Too long and boring. Topic is good

enjoyed reading. Helped me to plan my classroom time

Need a new title

very watery "small group" "whole group" "individualized instruction" seem to float on the page

ABLE is not academic!

### **The 4 E's: do's and don'ts for educators of adults**

some do's and don'ts are good, others don't tell you how to do it

very good information/keep it all

I found this article especially good.

the reference to the video at the end of article is beneficial

repetitive, should consolidate info.

Super!

condescending

Too many "bullets" - condense and focus on essential elements

no criticism

The article should be required reading for all tutors. This article on pages 17 and 18 are wonderful.

nothing needs added

mention "How Adults Learn" resource

Some of it sounds "petty"

neglects the fact that some teachers may have to deal with uncomfortable situations that may affect students

Language, generally, is too abstract. Also do/don'ts should be separated

good resource info

just because of the topic [rating]

Too authoritarian in approach

### **Dealing with adult learning disabilities**

more information on learning disabilities could be included. This is a major problem for a lot of literacy students!

to the point

Fascinating topic. Does not need to be dull.

insightful

Everyone has lrng difficulty abt something. Emphasis should be on dealing with diff.-tchg to ind. as in above section. People are too ready to jump to conclusions abt lrng disability. Many stu. come to prog. looking very disabled after years of destr...

techniques/materials to use with learning disabilities. recommended additional reading that addresses specific learning disabilities.

Include specific information/techniques for each learning difference

This article should be required reading for all tutors. The article on pages 17 and 18 are wonderful. should include attention deficit span

mention flexibility

Expand this section

Topic deserves more attention--further explanation and sub headings.

Rich Gacka is much clearer and profound. His workshops are always very well received. information was useful to me. I did not know much about topic.

From the title I was expecting more "how to"

cut to the chase -- too many "for example" examples

Whole area of LS/LD must be expanded. Field must catch-up to brain research

### **Recruitment and retention of adult students**

give more steps to keep students

very important issue! There are better written articles on this subject.

"negative attitudinal perceptions" + boring writ.

Keep sending agencies of attendance and progress

very good article

too verbose

Add - some retention issues are beyond the control of prog' practitioners. Do what you can & then let it go. It's very frustrating & is a hug sap on energy & morale.

Update with current research

new perspective on results of retention/recruitment studies

Write about what teachers should do. Major rewrite.

Intake: setting the tone

This author must not have to fill out the PDE student intake data form for 40 students in 2 hours to the point

When doing intakes on 25 students at once, this approach is not practical

could be lengthened

good suggestions

Suggest that doing some actual rdg & wtg at intake can be far more informative than testing and can set the tone for instr. ie let the stu. know what progr' has to offer.

Good introductory piece

This article is helpful.

needs more in-depth information

Paragraphs 3 & 4 seem "idealistic" & not able to be done at many centers - but I agree with tone and concept

well-meaning, but maybe clients should write about what they appreciated

Again, other perspective but this is on solid ground

### **Testing and assessment in Pennsylvania ABLE programs**

update requirements of 143/322 programs

good intro to next article

More specific suggestions (publications) useful

Include disc. of role of stand. vs. authentic assessment - purpose, audience, role in tchg & lrng.

Well done

Better info available

helpful to organizations  
good info!

Topic must be updated with 2-3 perspectives and, of course, QIs

**The four most commonly used assessment evaluations in Pennsylvania for adult students**  
include a good ESL test

Excellent, valuable for clarifying purpose

Cost?

Did the author take all of these tests?

Needs consistent format on advantages & disadvantages. Make sure these points are based on  
current lit. research, not just testing logistics.

Provide separate article on each test

This article is informative.

Add more info for 0-4 assessments

other staff persons are responsible for testing

Expand article to include most commonly used reading assessments--SORT, Botel, Bader

I think a broader view of assessment is needed.

excellent information, good resources

Rich Gacka! why 4; and are they dated?

Expand

#### **How are they doing? A look at 'informal assessment'**

ok

not specific enough to be of help to anyone

can some specific suggestions for informal assessment methods be given?

informal, but a little more specific guides

Vague

Keep only if more info is provided. Why not combine with an article on portfolio assessment?

Separate article just on portfolio assessment

seemed to general to be of any value

This article seems (?) and says too little.

students are already closely monitored

An article on portfolio assessments would be more valuable

More discussion and examples on nature of the informal assessment

needs more information, examples

i will quote this article in upcoming tutor workshop

Creating learning goals with adult students

good - specific - chart is workable

good suggestions

Example appreciated

Great!

possibly include objectives, etc.

Follow article with personal/nonacademic goal setting

does this apply to GED students as well?

This article is practical.

could be longer

A+

currently doing goals--very helpful

this article feels like something more than it means. i.e. "natural outgrowth"??

#### **How to teach adults**

good intro

Good introduction

good intro

Does this overview, while interesting, need a rating?

What's the point here?

Good introduction

This article is good but can suggest additional teaching strategies.  
This article needs to go more into detail about teaching  
Good overview of what is to follow  
too short

**Teaching the adult new reader: ABE/0-4/literacy curriculum**

informative, helpful text list  
Great bibliography  
Way too general! Also I disagree with bifurcating using whole lang. approach & tchg skills (whole lang. does not neg. "skills." Too much emphasis on a linear progression that is not based on rdg research  
Format: keep article tighter, spans too many pages  
Again (p. 24) this article could suggest more teaching strategies.  
more should be written  
update text list  
Use more, and more specific subheadings  
I like the "bibliography"  
again, maybe clients should have input... "guiding the teaching of adult new reading."

**A whole-language collaborative curriculum for adult literacy tutors and students**

good  
interesting summarization  
interesting approach  
A lot more could be done here  
The title of this is misleading. It really relates to orientation/trng.  
Article vague: needs to address specifics  
p. 25 This article says too little  
This also should be longer  
give overview of training but do not promote the agency  
Opening paragraph weak--throughout too much reliance on abstract terms  
More emphasize on approaches for writing  
appropriate and useful  
nice PR / doesn't stick to headline, or explain.  
Expand

**A model lesson plan for a variety of adult education situations**

good  
Good for the beginning teacher  
not new info  
I liked this a lot!  
Include objectives, evaluation on form (basic teaching principles).  
A model "READING" lesson plan  
Difficult to read text / clearer font needed "Timeless Tales"  
This article is acceptable but not overly helpful  
longer article  
Discuss modeling & spelling  
helpful, wanted more  
Article seems more like a recipe, still top-down

**Teaching mathematics to ABLE students**

good approach to math  
base discussion on math standards. Calculators & computers should be discussed & drill & rote  
lrng should be critiqued.  
Re-do introductory section  
any "tips" for problem-solving strategies?  
This article is helpful.  
peer teaching tech.  
could add more of her many teaching aides, ie multiplication tic-tac-toe.

Discussion of a diagonal over long and tedious as an example of. Article flat  
Define an A.B.L.E. student-it may not be known to every reader  
edit, trim again

### **How much math is too much math?**

good general guide  
More explanation/alternatives needed  
The basic premise of this sidebar has general validity & should be integrated into another section  
Update with current research on math anxiety  
This article is helpful.  
work-related math should be discussed  
Expand  
Writer is describing teaching math in general terms, not "How much is too much"  
As is

### **Pre-GED/5-8: interpretation of units**

clear, to the point, unit good approach  
The more common term is theme or thematic lrng. Include math in examples of content area activities.  
Replace with using interdisciplinary units in Pre-GED  
This article contains helpful suggestions.  
Each teacher interprets subjects differently  
Use example that does not include watching a whole movie!  
This topic is better handled by Leahy in Organizing a Place to Learn  
Ms. Handerhan has an excellent 353 that could be worked into this unit was boring  
This sounds like traditional school & a great way to teach, but not feasible for "irregular" attendance.

### **The Tests of General Educational Development (GED)**

Good basic information  
good intro  
It's a good thing the phone # is included!  
Include info on how test is scored i.e. how many pts possible/needed to pass  
More details on subtests / Talk about employer acceptance of GED  
This article is helpful for background information.  
Not much to comment on - simply a factual piece  
too short, not fully detailed  
give addresses and more info for transcripts, transfers from other states

### **The GED at a glance**

Good basic information  
good intro  
It's a good thing the phone # is included!  
Include info on how test is scored i.e. how many pts possible/needed to pass  
More details on subtests / Talk about employer acceptance of GED  
This article is helpful for background information.  
Not much to comment on - simply a factual piece  
too short, not fully detailed  
give addresses and more info for transcripts, transfers from other states

### **Preparing adult students for the GED examination**

Expand on math + reading preparation  
Excellent, valuable for clarifying test purpose  
Do address one on one tutoring  
Nicely done  
Excellent article

Emphasize the role of rdg in passing not just soc. studies, lit & sci, but also imp. in math & writing.

Problem solving rds!

Clarify/simplify using lists

seemed to general to be of any real value

This is a helpful article for tutors.

only mentions math

Perhaps an extended look at each skill areas as Weiss's look at at writing would be more useful

I found difficult to read. Redundant.

helpful suggestions

#### **Helping students prepare for the GED writing sample: 10 suggestions**

Author does not take time constraints into account - most GED teachers don't have time for all of this

a little more specific than other articles, well-done

Great suggestions for teaching writing in all programs

Well done

there are less complicated ways to teach writing

This article is helpful.

excellent

Point 1 is not a point but a suggestion that most teachers won't follow.

helpful suggestions

TIPS

good suggestions, pass out to class

I'll copy this for my students!!

Gave good, clear suggestions

science tip - very valuable

This is a practical article.

once again only mentions math

short, needs more detail

#### **ESL for adults**

very basic info - probably good for someone w. no knowledge of ESL, not for someone who deals w/it every day

p.33 comment that reading and writing skills are to be included only after what is to be learned has first been acquired orally may be misleading. If students are literate in their native language and even if only minimally literate in English...

Some examples of testing instruments would be appreciated.

TPR=Asher (not Archer)

Be more concise

This article is verbose.

Could describe the three methods mentioned in the last paragraph

helpful to me as a new ESL teacher

#### **ESL reading: the Easter chicken**

good

interesting - a good example

Too long

More cultural focus

The thesis of this article is good but can be expressed better.

Good for setting perspective

good information, but not long enough

#### **Curriculum resources for adult education programs**

ok

information helpful resource list

informative + comprehensive

What about materials from real life - not just functional (e.g. applications) but normal day to day

books, magazines, newspapers, etc

Extremely well done!  
This is an excellent article  
nothing needs changed  
Include longer discussion of computer software uses  
Does the author know that many ESL teachers teach at students work place?  
Info provided would be better if writer provided the nature of subject matter suitable to particular resources  
good information, but not long enough  
very good info included

#### **Checklist for evaluating instructional materials**

good  
interesting approach to evaluate  
Useful format  
Totally based on assumptions that curric. is commercially produced & explicitly instructional. See above.  
Use again  
too traditional  
#15 should read "little or no" instead of "independently or minimum"

#### **Family literacy**

See Auerbach on other way to think about fam lit. Harvard E. Rev.  
Suggest Maggie Gibb to write on this topic  
Use examples from Even Start / Contact Lauren Hoag at CHU10  
not involved in either of these programs (fam lit or workplace) at the present time, however I am interested in learning more about these programs  
Not exciting or inspiring  
good information, needs more, fully detailed article  
vg

#### **Developing a workplace curriculum**

There are better written guidelines for developing a workplace program  
good approach to learners' needs.  
A bit dry!  
Would be nice to include more on the challenges of achieving shared agendas  
Suggest Nancy Disano at NCC for possible author  
Susan Clark-Teisher [P] at PA College of Tech can also write about this  
not involved in either of these programs (fam lit or workplace) at the present time, however I am interested in learning more about these programs

#### **Nontraditional and teacher-made materials**

give more ideas the ones listed are great  
Great specific examples! Teachers need more of these suggestions  
to the point, good ideas  
Appreciate specific ideas + resource listing!  
This is an imp. topic that should be highlighted in sections on curric. Integrate, don't position as an add-on option  
Provided reader with enthusiasm/love of literacy  
This article could be expanded as its message is important  
talk about using job related activities  
This is a great article. Keep it  
The specifics were well appreciated  
update  
good and useful, could be fully developed  
writing style is pleasant  
let students write or compile info for this sort of thing

#### **Distance education: alternative delivery systems**

More could be said w/ distance education

Update w/newest technology

This should be updated! Ask Deb Burrows, CIU '10

Give a specific example of distance education, the author seems to exclude mail/phone distance education...also TV-cable channels have ed. programs that agencies could work with students

### **Adult education and multiculturalism**

How can we do this? 'We all know we should do it'

very general

on target

Important topic, Needs spark, strategies'

This is much richer & more import. topic than is implied here. It has less to do w/ imparting "American values" (whose?) than dealing w/ racism, diversity confronting & img from diff. among students and students & teachers

Suggest Dr. Stan Nowack of PA State - Allentown Campus possible author

This article is important as a background statement

Too general to be helpful

Excellent, needed, and useful information

the role of the "adult educator" is given a boost of consideration in these articles ...

### **Is your program culturally sensitive?**

useless

Doesn't answer the question in the title

very general

good, but repetitive

This seems redundant with the previous article

More dynamic approach needed

it is not the adult learners who needs to be respect & value diversity. They already do (relative to ESL students)

This article is more to the point than Manzo but I believe topic deserves further discussion

same as prev

title doesn't fit. ¶ simple sentences, please

### **A guide to specific cultural differences in Hispanic students**

good, include more examples

Good information! Include this same info for other cultures

good, general overview

Would like to see similar articles re other nationalities, also

Should be more of such useful material

Superior article re Hispanic. How articles on Asian, Muslim, Eastern Europe, etc. culture

Why Hispanic - why not all cultures? This is an odd little piece that really doesn't fit

I don't think you can select only one group to write about

Very insightful well done

This article, I think, should be expanded

What about other sub-cultures? ie inner city people in rural state prisons

Right on the mark!

same as prev

Expand to other cultures

### **ABE/GED/literacy in patient education settings**

More could be told on how what methods used

Interesting - follow-up w/ more detail

Talk about educating at outpatient facilities

Guidelines for educating the incarcerated

Example, not generalities (adult)

Suggest Twila Evans at NGU to do an article

Perhaps this article should be expanded

This could be expanded

This info is specific to all students--I don't see anything here that differentiates incarcerated students

I love whatever Shirley says

### **Adult education for the homeless**

More could be covered - has become much bigger issue

Let's hear from a teacher working at a homeless shelter

describing a program would be an interesting addition

provide an update

### **Counseling for students' personal needs**

ok

important info - teacher + counseling staff

What to do for ESL stud when counselor does not speak language? Link with the teacher.

Be sure to relate these issues to recruitment & retention. Possibly integrate them or at least put them closer tog

Make more dynamic - info provided is very appropriate

This article should be expanded with references to specifics

should have note written on this topic

where and when to refer

more emphasis should be put on dealing with student's problems when tutoring one-on-one not just in a classroom setting

boring

more emphasis on 'self-esteem' rather than educator as, now, counselor

### **Adult education instructors as counselors**

ok

Possibly expand - This is a very important part of teaching adults!

good - includes resources available

Could go more in depth

Include the notion of building collab rel w/ other agencies/services. Suggest poss of beginning to provide cluster services

"Bold" last paragraph - Message here very important

no comment

This article is helpful

this also should be lengthened

what to do if teacher gets too involved in student's problems

Useful advice

more concise than previous counseling article & more appropriate for agencies without full time counselors

front part - a little good guts & belts approach

### **Career preparation for adult students**

good info for teacher resources

Tie-in with offices of public assistance to interpret ESL as job training, so more of these students get off assistance

very simplified

Include challenge of matching adult's interests to own skills & abilities as well as to local job

market - these can be real challenges

could do more in depth on the topic

no changes needed

This is a practical article

Should have more emphasis on NBE, teacher's influence & help rather than referral, also emphasize on networking to hot work

good stuff for students or staff

### **Public relations for ABLE programs**

good

Great ideas!

Include marketing materials from Carlisle conference

This article should be expanded so video theatre is an innovative idea that demands more consideration.

more emphasis on teacher roles & word of mouth recruiting

Good!

trim it back/good referential info

### **Rural PR through video theatre**

Add ESL videos

Great!

Not focused; not necessary to handbook

Or give equal time to "urban" PR. The issues discussed in article are similar to urban issues.

Different idea, maybe expand w/ other PR techniques Nice ideas

Interesting but inadequate explanation for clarity

### **Recognizing student achievement**

give more smaller ideas of student recog.

Expand - include more suggestions for recognition

excellent follow-up ideas

Does Barbara Bush continue to send a message?

Good ideas.

I like the many brief examples

Nice ideas

some fine ideas for an important part of GED

article should have more ideas on recognition

recognition on an annual basis, recognizing small goals

Good as it provides specific examples

true - works great in larger programs

### **Outstanding students of the year**

useless

excellent follow up ideas

Encourage coordinators to solicit nominations

How do you nominate for state level?

Things have changed w/ student of year, etc

Important piece for educators

retain - \*important for all of u

more should be said about students

Informative

### **How to organize and maintain an alumni association**

Address of ad. ed. center has changed

Same as #16 above

for (my) future consideration

### **Staff developing; growing as an educator of adults**

update for current year

important, clear info

Keep stressing importance-I have been questioned as to WHY put 'em in this column. I think it's b/c books!

As you list specific aspects would be good - how to get more info, where to turn, etc

Update with news on region centers

valuable article

This is a helpful article

Discuss Staff Dev. Center - Action research

This needs to be substantially [sic] updated to reflect the Staff Development Centers programs. Also, emphasize tuition reimbursement and PAR  
It's good but a lot has happened. Update. This might be part of an article about 9 centers edit

#### **Advance and ERIC**

good  
Good factual information  
Quite informative on resource avenues  
Thanks!  
Add PENN-LINK  
How does it work? Do requesters receive print materials? Are they on loan or for keeps? etc.  
Include information on western center  
important as a professional resource  
Again this is a helpful article.  
Informative  
update - Cheryl Harmon & C. Kemp  
Too much party line, too little real where rubber hits street

#### **Graduate programs in adult education**

Good factual information  
Very useful.  
Great info!  
Add any additional programs, if any  
Distinguish betw. adult ed. progs & those that focus directly on lit., basic ed & ESL. Also disc. cost, cost-effectiveness in a highly underpaid field  
Update as needed  
any possibilities of taking classes by mail?  
This is a good article  
Discuss tuition reimbursement programs through regions  
This probably needs to be updated  
Informative  
PAACE - Pennsylvania Association for Adult Continuing Education  
useful  
Good factual information  
informative - clear  
advantage to joining one of these three?  
Good information.  
explain special interest sections  
Update as needed  
important info  
more information is needed  
current PAACE president  
Informative

#### **TLC: Tutors of Literacy in the Commonwealth**

Good factual information  
informative - clear  
advantage to joining one of these three?  
More information would be helpful  
Give more specific information on services  
more should be written on this  
Informative

#### **The American Association for Adult and Continuing Education (AAACE)**

useful  
Good factual information  
informative - clear

advantage to joining one of these three?

Update as needed

good to know about

This publication is slanted toward Laubach programs - there are LVA programs in the Commonwealth

Informative

#### **The GED Testing Service of the American Council on Education (GEDTS)**

Good factual information

informative - clear

Excellent info

wrong section

Integrate into other GED sections

Update as needed

important info for GED teachers

Informative

repeats info from pg. 29, but includes new info

#### **International Reading Association (IRA)**

useful

Good factual material that needs to be included

informative - awareness of literacy org.

More information/detail could be given.

could explain more

Expand article

important to know what's out there

good resource information

#### **Institute for the Study of Adult Literacy**

useful

Good factual material that needs to be included

informative - awareness of literacy org

How can average teacher take advantage of these offerings?

informative

Update as necessary

important to be aware of

current projects

Not very exciting. Maybe a description of their projects.

good resource information

#### **National Center on Adult Literacy (NCAL)**

useful

Good factual material that needs to be included

informative - awareness of literacy org

should address publication available thru NCAL

Provide contact names/phone numbers

important to be aware of

should be longer

current projects

good resource information

#### **The adult educator's essential bookshelf**

ok

Good factual material that needs to be included

informative

Very well done!

Excellent! Keep as is!

how can specific items be singled out when so much is out there

Much should be added!  
Update as necessary  
all handy info to have at one's disposal  
This list is excellent.  
needs no modifications  
A very good resource  
Update. Add more. Good resource  
good resource information

#### **Publishers of adult education curriculum materials**

Good factual material that needs to be included  
well organized, easy to use!  
Very well done!  
codes are confusing  
Could revise checklist system - is a bit confusing.  
Update as necessary. well done  
all handy info to have at one's disposal  
Again this list is excellent.  
needs no changing  
make sure list has current info  
i could take or leave it...sales reps are contacts with publishers

#### **GED Testing Centers in Pennsylvania**

Good factual material that needs to be included  
Update as necessary / well done  
all handy info to have at one's disposal  
excellent and needs no changing  
good resource  
good resource information

#### **Directory of writers**

Good factual material that needs to be included  
Credentials of writers important  
great for me to get presenters  
Update as necessary  
all handy info to have at one's disposal  
excellent and needs no changing  
be sure to include ALL writers  
This is a good source for us for staff development presenters  
good resource information

#### **ABLE—it's a date!**

these are included in many other newsletters  
Good factual material that needs to be included  
Concise info on workshops  
Current information  
Include national conferences rel. to ABLE ESL practitioners - IRA, NRC, NCTE etc  
Provide as much specifics (i.e. dates) as possible  
all handy info to have at one's disposal  
excellent  
regional announcements  
good resource information

#### **Glossary of related terms, agencies, and organizations**

update  
Good factual material that needs to be included  
Helpful  
Vital to new instructors/staff

informative

Most of this is repetitive. Anything that is in here, but not a repeat should be integrated and indexed.

DETAIL is excellent

all handy info to have at one's disposal

This is an excellent glossary.

needs no change

include school-to-work, JTPA, Bridge program

good resource information

### **Glossary of abbreviations**

update

Good factual material that needs to be included

Helpful

Vital

informative

Retain in each issue

all handy info to have at one's disposal

I am impressed with the Staff Handbook, as it gives a great deal of pertinent and valuable background information. Since many tutors have had no previous experience in teaching, the handbook could well include more model lessons and more teaching strategies.

very helpful

good resource information

### **Staff of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs (ABLE Bureau)**

update

Good factual material that needs to be included

New staff

Boy does this need updated

Include description of each person's function, i.e. What do they do?

Include fax numbers per position

all handy info to have at one's disposal

excellent

updated info

Update. Maybe a visual would be good,

good resource information

how about a better job description if space permits

### **General Comments on 1992 Edition**

#### **1. NEW TOPICS SUGGESTIONS**

Personally, I would like to see more ESL.

When teaching ABE and GED I found a great percentage of my students seemed to have learning disabilities. Possibly more information on this could be included ...

... many details, procedures and materials may be provided by workshops...at the regional level, in which I am not directly involved.

Cultural differences in Russian refugees. There has been a large influx of Russians in the past three years.

Include a section of Life Management (health, hygiene, food preparation, ... expand guidelines for lay tutor and what is beyond the scope and expectations of a lay tutor

More strategies would help.

More on assessment - portfolio, curriculum-based, etc. More on staff development

Discussion on the Regional Staff Development Centers, what they are what they are supposed to do + services to staff...

teaching methods for 0-4 5-8 9-12

Diff views of literacy / diff. formats for programs (esp. community-based programs, one-to-one, small group, class) / Portfolio/alternative assessment / Practitioner inquiry/action research / Unpacking the skills-based vs. whole lang. debate / Politics of lit

Collaborative Learning Groups / Family Literacy / National Inst. for Literacy / Drug & Alcohol Issues in Adult Ed / How to use computers in instruction / Selecting Multicultural Materials (see address list)

Telecommunications: Teleconferencing, computer networking

I teach GED and would be interested in a current article on the pros and cons of whole group instruction vs. individualized or combination. Also, the value of doing practice tests

I am impressed with the Staff Handbook, as it gives a great deal of pertinent and valuable background information. Since many tutors have had no previous experience in teaching, the handbook could well include more model lessons and more teaching strategies

I see no need to add anything at this time. The handbook covers all subjects dealing with adult education.

A section devoted to the establishment of Regional Staff Dev. centers. Helen Hall at PDE supervises this project.

You might add... National Adult Literacy Survey (NALS) of PA sub-group study. Also, the prison study should be out this fall and could be added. Add the "Adult Numeracy Practitioners Network" to "G-Professional Support". Also...their newsletter...also NALLDC

A specific plan or outline for teaching a directed reading activity (DRA) / How to section on making games and activities to reinforce reading skills

I would like to see more coverage on ABE/GED Institutionalized. There are issues distinct to the inmate population that have not been addressed...

Teaching literature written by and about people color and women. Also, for ESL.

Retention is an on-going, huge problem for most agencies-maybe an article with suggestions that have worked... an article on how to deal with all different levels of students in one classroom [recommends various names to write on] multiculturalism, testing & assessments, learning disabilities, volunteer recruitment/program involvement/recognition

My main concern is that ABE is increasingly institutionalized and usurped by systems. Would like to see more perspective from the "bottom up," not "academia down"...not to say we should not be accountable...

## 2. SECTION DIVISIONS

Yes, fine. Perhaps PDE should be discussed, the bureaucracy, troubleshooting, etc

I felt the "Effective Volunteers" article would fit better under Section B or D.

Ok for me

I felt the Handbook was complete, and well-organized.

Looks very well done and organized in logical fashion.

Grouping and organization of topics is good.

The section divisions are fine.

yes, very good organization & structure

GED Testing Service seemed misplaced

Yes

I have commented a little on this in my ratings of specific sections. In general when I wrote that something should be deleted, it was because ... it should be integrated elsewhere rather than that it was unnecessary.

Include an explanation of Act 143, 322, Project 353. Also staff needs to better understand how they can "sue" former 353 projects.

Suggest a whole separate section for technology

I believe the scope of the section divisions and breadth of articles is diversified sufficiently

The section divisions are sensible and practical.

I think all topics are in sections where they should be.

yes

--You might add specific references to the articles directly related to teaching and/or interacting with adults. --You might have a special section for support staff

I feel that all the broad areas have been covered adequately - I cannot think of any additional ones at this time

Sometimes titles seem inappropriate for subject covered and subheadings are missing in some.

Divisions were excellent to me.

an article on the new performance-based objectives would be helpful - with examples  
"Multi-Culturalism & Special Populations" can be considered as "Social Awareness"  
Please include more student input. Their views are valuable and must be solicited.

### 3. READER FRIENDLINESS

Well organized, seems to be targeted toward novices

It is well organized, index is helpful and the general format is good. Cover could include a brief statement of purpose of the Handbook to attract the potential user (i.e. a reference guide for educators of adults)

Very well done in all areas

I liked it - very personable approach

Well-organized/accessible/informative

It seems as if the many hours devoted to this project are positively reflected in a very well-organized handbook. I found the index quite helpful. The format was easily accessible.

Well organized. Easy to use reference material. I would keep a copy easily accessible.

The Handbook is very reader friendly. The articles are not so lengthy that I lose interest yet do get the information across.

This handbook was VERY helpful + easy to read and understand when I first entered the field. It covered areas and gave me information on where I fit and what was expected.

Index helpful, sections divided well

The Handbook is reader friendly

Who this text is written to sometimes shifts. Most notable example is section on tutors. Although this piece's audience includes tutors, here, advice is directed at staff. A careful look-through should attend to this.

The Professional Support and Appendices sections act as a good reference source. Where applicable, contributors should be encouraged to list/supply additional pertinent material/books on their topic that may be helpful to the reader.

Intend to use this book as a reference or resource. I want to very quickly and easily find pieces of information.

Very user-friendly. Can be distracting to have articles spread out over 3 pages (i.e. p.24-27 article)  
The staff handbook is definitely user friendly and well-organized. The information and addresses are valuable and useful. I wish I had a copy.

The organization is good with a helpful index.

The handbook is well organized and all information is very helpful and knowledgeable.

Very good organization. May be better if terms and abbreviations appear 1st.

I don't have any specific concerns or suggestions

I found the handbook to be well organized and the general format accessible. I didn't really look at the index until I read this question - I suppose it could be helpful if looking for a specific topic or author.

The Staff Handbook is well organized, accessible and all information is relevant & interesting. I found the content useful to me as an educator & wish I could receive the handbook on a regular basis.

Too often the articles are written with abstract language--few concrete images. Writing is obviously professionals writing for professionals--this makes for boring prose.

Index was helpful - easier to find articles and topics

The index is very helpful, the format accessible, and the handbook well organized, but...the print should be larger or more white space-something to break up solid pages of print  
it occurs to me 3 sorts of articles are written--1.a kind of "what it made of"...usually by PDE...2."nuts and bolts style & content article...3 the "impressionistic style" mixing methods, ideas and personal experiences...

Absolutely user friendly

### 4. DESIGN/APPEARANCE/PACKAGING

great that...articles are short...may be beneficial to include where more information about...topic can be found (i.e. names&authors of good books about the topic, prof. journal articles, etc )

The print seems to be too small and not dark enough. The 1989 Staff Handbook was easier to read for this reason. Possibly more white space between articles.

Excellent - not cluttered

I liked the format...publication was much more interesting and readable than I had expected it to be. A pleasant surprise! I ended up reading many of the articles I had marked with a 1, just because they were interesting.

well-organized/professional presentation

The handbook is quite well-ordered. The format and print are pleasant and extremely readable. Good contrast in size of print and definition of articles.

Shading of particular articles makes this handbook reader friendly. Excellent use and choice of quotes. I have not identified any particular weaknesses.

The areas in grey remind me of those "by the way... blurb in old history books. Don't minimize them in that way.

Looks are very appealing - inviting yet not too overdone (colors, etc.). Very clear + readable. Only weakness is that parts are outdated.

Basically, good appearance and very readable. "GED Testing Centers" print was too small

The look is professional.

Bullets & bold print is useful for skimming for what you're looking for. Increase as much as poss.

Too many words on a page. I know there is a lot of info but some pages are overwhelming.

Font on page 9 not easily readable.

The appearance is very neat and professional. I like the length of the articles.

I do not understand the printing of some articles in gray. To me this...gives the book a cluttered look. The direct quotations in gray, however, are effective. Therefore, I'd like to see more direct quotations highlighted in gray. The print is good&readable.

The handbook has been very well designed. It is clearly written and understandable. The titles are done in heavy black that makes each article stand out.

The handbook's appearance is clear and readable. If \$ allows - color may add to appearance.

It looks "just fine" to me!

I like the 2 column format - also I liked the contrast of having the gray as well as white articles. On the whole it was easy to read. The cover was attractive and uncluttered.

...Handbook looks great...well organized, readable and interesting. The material is very well presented in a clear manner. The strength...lies in the wealth of intellect, professionalism and caring that shines through its well written articles.

Visuals are lacking. I'd appreciate photos, illustrations, charts, etc.

Design was fine, but the print was too small. Two articles on one page was sometimes confusing with quotes all over the place.

The gray shading and large print titles help the presentation of articles. Articles that gave theory and specific examples were more interesting and readable than those that just gave theory.

it looks plain. however there is some difficulty in tracking down specific resources mentioned in the handbook's articles. maybe a list of those in the 'appendices' section.

You're good, Tanya [sic]

## 5. OVERALL EVALUATION

If articles are chosen to be reprinted in the new edition, they should all be updated to include current information.

It is hard to judge since I have never seen a handbook from another state, but I can't imagine another one more comprehensive than this.

Very informative/very readable

Very good reference, especially for new staff.

For teachers, I think there was a lot of useful info - I learned a lot about programs, etc. from the contents.

I strongly recommend a more extensive, annotated bibliography--either at the end of each section or in an appendix divided up by topic. Almost every topic you cover is good start, but by the nature of this book too general...can't do it all but should help...

By having many writers, you have many different writing styles to deal with. This can make a book seem choppy. On the other hand it is important to receive different opinions and expertise on certain topics.

Excellent resource

I would like to see a statement of philosophy set forth by ABLE (Pa.) leadership.  
I think that the handbook is excellent and should be required reading for everyone who  
participates in adult education.  
I am a tutor for both literacy and GED. I think more than choice should be marked for those of us  
that tutor both programs. Also, under future status, a number should be added for "no change"  
It appears...target audience for...handbook are teachers or tutors working in a classroom setting-  
even though many of the ideas can be adapted for the volunteer working in a one-on-one  
situation. I feel...should be more focus put on the need of these tutors.  
I don't believe the migrant worker is ESL student is completely understood here. The migrant  
worker does not fit the prole, his goals & outlook are singular.  
Generally, I think the brevity of most articles undermines their usefulness. I would publish fewer  
articles with more specific coverage on a given topic...Article selections could be better edited  
for content and overlap.  
"what is learning and how do educators guide or aid this process," is what i gather from the  
handbook. please take care in allowing not too much room for diversions to this central theme.  
OTHER COMMENTS  
Although I coordinate ESL...am interested in all topics. If I had a plethora of free time, I would  
read and crit. c all articles in the handbook.  
[somewhat low rating of percentage of book that applies to needs] only because I am staff develop.  
coordinator, not teaching.  
A careful read and written comments took me almost 3 hours. I'm glad to help, but reading in the  
spring will probably take as least as long. 6 hrs...is significant. I'm glad to...have my voice  
heard but...practitioner knowledge and experience are undervalued.  
As a staff development center, all topics are relevant to our needs  
I would like to see more model lessons w/explanations of more strategies.  
I suspect the majority of adult students in our programs are in the 5-8 grade level, yet there is very  
little public discussion of them as a distinct group. It's all "ABE" or "GED." Maybe more  
emphasis needs to be placed on this middle group.  
This took several hours to evaluate. I think 1.5 is unrealistic.  
the final question is: what does the population of PA really need?...generally a sound handbook  
with very useful info/good resource...

## Field Focus Group Pre-Production Questionnaire

Please spend approximately an hour and a half reviewing the current edition of the Handbook while completing this survey questionnaire. Then return this entire booklet in the envelope provided by **September 30, 1994**. When you have also completed a copy of the pre-production questionnaire (see time or at spring) the project will send you an honorarium of \$15, based on three hours of your time (ABLE staff only, not regional consultants). Thank you very much. And please remember, we are looking for frank opinions, not compliments!

—Tina Raff, Project Director/Editor

Your Region # \_\_\_\_\_

Your primary area of involvement (please check one):

Staff Development Center Coordinator

ABE/GED

Volunteer Literacy Tutoring

English as a Second Language

Other \_\_\_\_\_

Your name: \_\_\_\_\_

Position: \_\_\_\_\_

Agency/Location: \_\_\_\_\_

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51

## Section 1. Evaluating the most recent edition of the Handbook.

This section is designed to help you evaluate the most recent edition of the *Handbook*. It includes a list of specific items to look at in the *Handbook* when deciding whether to purchase it. A detailed description of the *Handbook* is included for each item.

### A. BACKGROUND FOR THE INSTRUCTOR

1. *Introduction to the Instructor*
2. *Course Objectives*
3. *Course Content*
4. *Course Activities*
5. *Assessments*
6. *Resources*
7. *Final Project*
8. *Final Project Rubric*

### B. CREATING A LEARNING ENVIRONMENT

1. *Creating a Learning Environment*
2. *Creating a Learning Environment*
3. *Creating a Learning Environment*
4. *Creating a Learning Environment*
5. *Creating a Learning Environment*

A. Relevance	B. Readability/clarification	C. Author's expertise	D. Future status	E. Specific documents on this article
1. <i>Teaching</i>	1. <i>Introduction</i>	1. <i>Introduction</i>	1. <i>Revised</i>	1. <i>Introduction</i>
2. <i>Curriculum</i>	2. <i>Curriculum</i>	2. <i>Curriculum</i>	2. <i>Revised</i>	2. <i>Curriculum</i>
3. <i>Instruction</i>	3. <i>Instruction</i>	3. <i>Instruction</i>	3. <i>Revised</i>	3. <i>Instruction</i>
4. <i>Assessment</i>	4. <i>Assessment</i>	4. <i>Assessment</i>	4. <i>Revised</i>	4. <i>Assessment</i>
5. <i>Resources</i>	5. <i>Resources</i>	5. <i>Resources</i>	5. <i>Revised</i>	5. <i>Resources</i>
6. <i>Final Project</i>	6. <i>Final Project</i>	6. <i>Final Project</i>	6. <i>Revised</i>	6. <i>Final Project</i>
7. <i>Final Project Rubric</i>	7. <i>Final Project Rubric</i>	7. <i>Final Project Rubric</i>	7. <i>Revised</i>	7. <i>Final Project Rubric</i>

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Table 1	Comparison of the results of the numerical solution of the problem of the propagation of a shock wave in a gas with the results of the solution of the corresponding problem in a semi-infinite domain
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A. Relevance:	B. Readability/ clarity/focus:		C. Author's expertise:	D. Future status:	E. Specific comments on this article:	
	1. Very general focus	2. Specific focus on further arguments			1. Not apparent or irrelevant to the topic	2. Author has applied the test criteria to the article
1. Very general focus	1. Poor	1. Not apparent or irrelevant to the topic	1. Author has applied the test criteria to the article	1. Retain this article with minor revisions in the first edition	2. Author has applied the test criteria to the article with a different angle	3. Does not apply to the article
2. Specific focus on further arguments	2. Mediocre	2. Author has applied the test criteria to the article	2. Author has applied the test criteria to the article	2. Retain this article in the first edition	3. Author has applied the test criteria to the article with a different angle	4. Does not apply to the article
3. Good	3. Good	3. Author has applied the test criteria to the article	3. Author has applied the test criteria to the article	3. Author has applied the test criteria to the article	4. Author has applied the test criteria to the article	5. Does not apply to the article
4. Excellent	4. Excellent	4. Author has applied the test criteria to the article	4. Author has applied the test criteria to the article	4. Author has applied the test criteria to the article	5. Author has applied the test criteria to the article	6. Does not apply to the article

MAGAZINE OF THE AMERICAN MUSEUM OF NATURAL HISTORY

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## Geographical distribution of the *Acrididae* and *Sphecidae* of India

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Such a system for BIP 170 requires *David W. Fluke*

BULL PB through which theatre Eleanor III. entered

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	AD	AE	AF	AG	AH	AI	AJ
1	TOTALS & AVERAGE SCORES: POST-PRODUCTION						
2							
3	A.RELEVANCE						
4		TOTAL 1's	TOTAL 2's	TOTAL 3's		N=	
5	1.A BACKGROUND FOR ADULT EDUCATOR						
6	VISION	0	20	0			20
7	BUREAU FUNC	3	17	1			21
8	BUREAU CHART	6	12	2			20
9	SVCS DELIV	4	11	4			19
10	ROLE	3	17	1			21
11	2.UNDERSTANDING THE ADULT LEARNER						
12	WHO?	2	18	0			20
13	RESEARCH	1	16	3			20
14	ADA	4	13	3			20
15	LRNG STYLES	0	19	1			20
16	RCRT/RETN	1	15	3			19
17	PATTERNS	3	15	3			21
18	MULTICULT	1	12	7			20
19	ADDIC/RECOV	8	9	3			20
20	3.INTAKE AND ASSESSMENT						
21	ASSESSMT	3	16	2			21
22	INTAKE	5	12	3			20
23	STAND TESTS	5	10	3			18
24	USING TO ENHNC	4	13	2			19
25	PORTFOLIO	5	11	3			19
26	ESL ASSESMT	10	10	0			20
27	ESL PROFICNY	10	10	0			20
28	ESL TESTS	10	10	0			20
29	4.TEACHING ADULTS						
30	INTRO	3	17	1			21
31	BEGINNING	3	17	1			21
32	READING CHART	6	12	2			20
33	ABE 5-8	5	15	0			20
34	COLL LRNG GRPS	7	12	1			20
35	MATH	4	16	0			20
36	GED TESTS	6	12	2			20
37	GED PREP	7	12	1			20
38	FAM LIT	7	13	0			20
39	HOMELESS	12	8	0			20
40	PUB HOUSING	9	8	2			19
41	RURAL	10	9	1			20
42	INSTITUTINZD	15	4	1			20
43	MIGRANT	14	6	0			20
44	INCARCERTD	13	7	0			20
45	TCHG ESL	11	8	1			20
46	WORKPLACE	14	6	0			20
47	FAM CTRS	12	7	1			20
48	DISTANCE ED	12	8	0			20
49	MATERIALS	4	16	0			20
50	CAI	9	9	1			19

	AD	AE	AF	AG	AH	AI	AJ
<b>5 1</b>	<b>5.SUPPLEMENTAL ACTIVITIES</b>						
<b>5 2</b>	COUNSELING		5	14	1		20
<b>5 3</b>	TCHR AS COUN.		3	17	1		21
<b>5 4</b>	CAREER ED		14	5	1		20
<b>5 5</b>	REC ACHVMT		5	13	2		20
<b>5 6</b>	OUTST AWRDS		5	14	1		20
<b>5 7</b>	ALUMNI		14	6	0		20
<b>5 8</b>	<b>6.PROFESSIONAL DEVELOPMENT AND SUPPORT</b>						
<b>5 9</b>	STAFF DEV		6	13	0		19
<b>6 0</b>	SLRCs		4	16	0		20
<b>6 1</b>	VOLUNTEERS		1	18	0		19
<b>6 2</b>	GRAD PGRMS		8	11	0		19
<b>6 3</b>	ACTION RSRCH		8	10	1		19
<b>6 4</b>	PAACE		6	14	0		20
<b>6 5</b>	AAACE		7	13	0		20
<b>6 6</b>	NCAL		6	14	0		20
<b>6 7</b>	TLC		5	13	2		20
<b>6 8</b>	<b>7.RESOURCES AND DIRECTORIES</b>						
<b>6 9</b>	BOOKSHELF		3	16	2		21
<b>7 0</b>	PUBLISHERS		3	16	1		20
<b>7 1</b>	WRITERS		3	16	1		20
<b>7 2</b>	GLOSSARY		3	16	1		20
<b>7 3</b>	GLOSS ABBRV		3	16	1		20
<b>7 4</b>	GED TSTG CTRS		6	13	0		19
<b>7 5</b>	INDEX		3	15	2		20
<b>7 6</b>							

	AD	AE	AF	AG	AH	AI	AJ
<b>7 7 B.READABILITY/CLARITY/FOCUS</b>							
7 8		AVG RATING	TOTAL 1's	TOTAL 2's	TOTAL 3's	TOTAL 4's	N=
<b>7 9 1.A BACKGROUND FOR ADULT EDUCATOR</b>							
8 0	VISION	3.35	0	0	13	6	19
8 1	BUREAU FUNC	3.294117647	0	1	10	5	16
8 2	BUREAU CHART	3.375	1	1	5	7	14
8 3	SVCS DELIV	3	0	4	9	5	18
8 4	ROLE	3.529411764	0	0	8	7	15
<b>8 5 2.UNDERSTANDING THE ADULT LEARNER</b>							
8 6	WHO?	3.222222222	1	1	8	7	17
8 7	RESEARCH	3.263157894	0	1	11	5	17
8 8	ADA	3.1875	0	1	10	4	15
8 9	LRNG STYLES	3.25	0	2	10	6	18
9 0	RCRT/RETN	3.222222222	1	1	9	6	17
9 1	PATTERNS	3.352941176	0	2	7	6	15
9 2	MULTICULT	2.578947368	2	7	6	2	17
9 3	ADDIC/RECOV	3.25	0	1	7	4	12
<b>9 4 3.INTAKE AND ASSESSMENT</b>							
9 5	ASSESSMT	3	0	3	11	3	17
9 6	INTAKE	3.4	0	1	7	6	14
9 7	STAND TESTS	3.142857142	0	2	7	4	13
9 8	USING TO ENHN	3.066666666	0	2	10	3	15
9 9	PORTFOLIO	3	1	1	9	3	14
1 0 0	ESL ASSESMT	3.7	0	0	3	5	8
1 0 1	ESL PROFICNY	3.8	0	0	2	6	8
1 0 2	ESL TESTS	3.8	0	0	2	6	8
<b>1 0 3 4.TEACHING ADULTS</b>							
1 0 4	INTRO	3.294117647	0	1	9	6	16
1 0 5	BEGINNING	3.411764705	0	2	6	8	16
1 0 6	READING CHAR	3	0	5	6	5	16
1 0 7	ABE 5-8	3.266666666	0	0	11	4	15
1 0 8	COLL LRNG GRP	3.214285714	0	1	8	4	13
1 0 9	MATH	3.25	0	1	10	5	16
1 1 0	GED TESTS	2.857142857	0	3	10	1	14
1 1 1	GED PREP	3.615384615	0	0	5	7	12
1 1 2	FAM LIT	3.230769230	0	0	9	3	12
1 1 3	HOMELESS	2.875	0	1	6	0	7
1 1 4	PUB HOUSING	3	0	2	7	2	11
1 1 5	RURAL	3.1	0	1	6	2	9
1 1 6	INSTITUTINZD	3	0	0	6	0	6
1 1 7	MIGRANT	3.166666666	0	0	4	1	5
1 1 8	INCARCERTD	3.285714285	0	0	5	2	7
1 1 9	TCHG ESL	3.444444444	1	0	2	5	8
1 2 0	WORKPLACE	3.666666666	0	0	2	3	5
1 2 1	FAM CTRS	2.875	0	1	6	0	7
1 2 2	DISTANCE ED	3	0	0	9	0	9
1 2 3	MATERIALS	3.375	0	0	9	6	15
1 2 4	CAI	3.363636363	0	0	7	4	11
<b>1 2 5 5.SUPPLEMENTAL ACTIVITIES</b>							
1 2 6	COUNSELING	3.333333333	0	1	8	4	13

	AD	AE	AF	AG	AH	AI	AJ
127	TCHR AS COUN	3.352941176	0	0	11	4	15
128	CAREER ED	3	0	1	5	0	6
129	REC ACHVMT	3.2	0	1	9	3	13
130	OUTST AWRDS	3.266666666	0	1	8	4	13
131	ALUMNI	3.333333333	0	0	4	2	6
132	<b>6.PROFESSIONAL DEVELOPMENT AND SUPPORT</b>						
133	STAFF DEV	3.214285714	0	1	8	4	13
134	SLRCs	3.3125	0	0	11	3	14
135	VOLUNTEERS	3.611111111	0	0	7	9	16
136	GRAD PGRMS	3.333333333	0	0	8	3	11
137	ACTION RSRCH	3.083333333	0	2	7	2	11
138	PAACE	3.285714285	0	0	9	3	12
139	AAACE	3.076923076	0	1	9	1	11
140	NCAL	3.071428571	0	1	10	1	12
141	TLC	3	0	2	11	1	15
142	<b>7.RESOURCES AND DIRECTORIES</b>						
143	BOOKSHELF	3.529411764	0	0	7	8	15
144	PUBLISHERS	3.6875	0	0	5	9	14
145	WRITERS	3.4375	0	1	6	7	14
146	GLOSSARY	3.411764705	0	0	9	6	15
147	GLOSS ABBRV	3.411764705	0	0	9	6	15
148	GED TSTG CTRS	3.571428571	0	0	5	7	12
149	INDEX	3.411764705	0	1	7	7	15
150	<b>AVG READABILITY:</b>						
151		3.265833474					

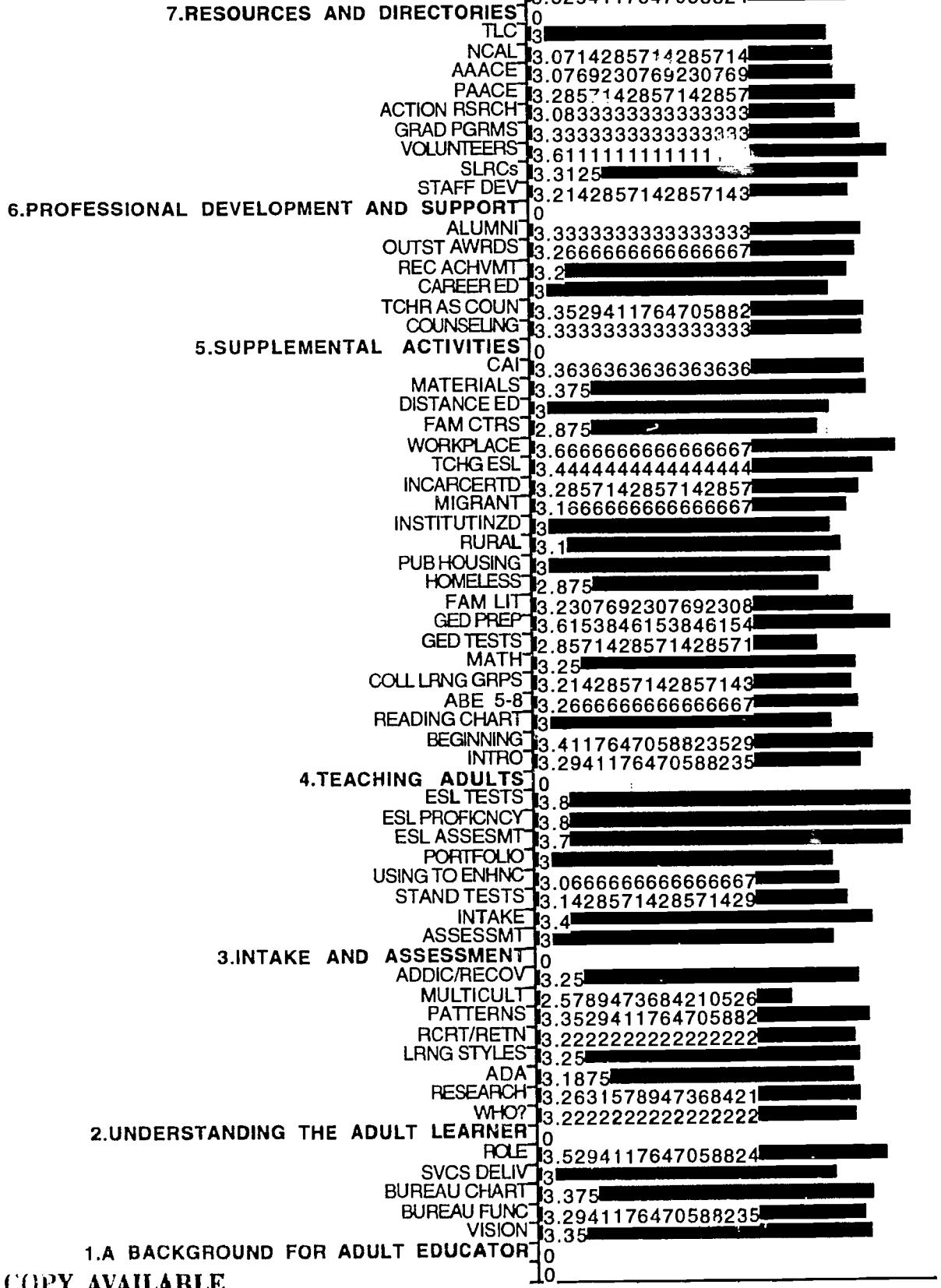
	AD	AE	AF	AG	AH	AI	AJ
152	C.AUTHOR'S EXPERTISE						
153		TOTAL 1's	TOTAL 2's	TOTAL 3's		N=	
154	1.A BACKGROUND FOR ADULT EDUCATOR						
155	VISION	2.85	0	3	17		20
156	BUREAU FUNC	2.941176470	0	1	15		16
157	BUREAU CHART	2.933333333	0	1	13		14
158	SVCS DELIV	2.5625	1	5	10		16
159	ROLE	2.882352941	0	2	14		16
160	2.UNDERSTANDING THE ADULT LEARNER						0
161	WHO?	3	0	0	18		18
162	RESEARCH	2.894736842	0	2	16		18
163	ADA	2.625	1	4	10		15
164	LRNG STYLES	2.75	0	5	15		20
165	RCRT/RETN	2.722222222	0	5	12		17
166	PATTERNS	2.764705882	0	5	10		15
167	MULTICULT	2.25	2	8	6		16
168	ADDIC/RECOV	2.833333333	0	2	10		12
169	3.INTAKE AND ASSESSMENT						
170	ASSESSMT	2.823529411	0	4	11		15
171	INTAKE	2.866666666	0	3	10		13
172	STAND TESTS	2.571428571	0	6	8		14
173	USING TO ENHNK	2.8	0	3	12		15
174	PORTFOLIO	2.857142857	0	3	9		12
175	ESL ASSESMT	3.1	0	0	8		8
176	ESL PROFICNY	3.1	0	0	8		8
177	ESL TESTS	3.1	0	0	8		8
178	4.TEACHING ADULTS						
179	INTRO	2.764705882	0	4	12		16
180	BEGINNING	3.058823529	0	0	15		15
181	READING CHAR	2.5	1	4	7		12
182	ABE 5-8	2.8	0	4	10		14
183	COLL LRNG GRP	2.642857142	2	2	8		12
184	MATH	2.625	1	4	11		16
185	GED TESTS	2.5	1	5	8		14
186	GED PREP	2.923076923	1	0	11		12
187	FAM LIT	2.923076923	0	1	11		12
188	HOMELESS	2.625	0	3	4		7
189	PUB HOUSING	2.4	1	4	5		10
190	RURAL	2.6	1	2	6		9
191	INSTITUTINZD	2.8	0	1	4		5
192	MIGRANT	3	0	0	6		6
193	INCARCERTD	3	0	1	6		7
194	TCHG ESL	2.888888888	0	1	7		8
195	WORKPLACE	3	0	0	7		7
196	FAM CTRS	2.5	0	4	4		8
197	DISTANCE ED	2.571428571	0	3	4		7
198	MATERIALS	2.75	1	3	10		14
199	CAI	2.454545454	2	2	7		11
200	5.SUPPLEMENTAL ACTIVITIES						
201	COUNSELING	2.8	1	1	12		14

	AD	AE	AF	AG	AH	AI	AJ
202	TCHR AS COUN	2.941176470	0	2	13		15
203	CAREER ED	2.5	0	3	2		5
204	REC ACHVMT	2.6	0	6	9		15
205	OUTST AWRDS	2.6	2	2	11		15
206	ALUMNI	3	0	0	7		7
207	<b>6. PROFESSIONAL DEVELOPMENT AND SUPPORT</b>						
208	STAFF DEV	2.733333333	0	4	10		14
209	SLRCs	2.875	0	2	13		15
210	VOLUNTEERS	2.941176470	0	1	15		16
211	GRAD PGRMS	2.913666666	0	1	11		12
212	ACTION RSRCH	2.583333333	0	5	6		11
213	PAACE	2.785714285	0	3	10		13
214	AAACE	2.538461538	0	6	7		13
215	NCAL	2.571428571	0	6	8		14
216	TLC	2.666666666	0	5	10		15
217	<b>7. RESOURCES AND DIRECTORIES</b>						
218	BOOKSHELF	2.8125	0	3	13		16
219	PUBLISHERS	2.846153846	0	2	10		12
220	WRITERS	2.75	0	3	9		12
221	GLOSSARY	2.666666666	0	5	9		14
222	GLOSS ABBRV	2.733333333	0	4	10		14
223	GED TSTG CTRS	2.846153846	0	2	10		12
224	INDEX	2.8	0	3	11		14
225	<b>AVG AUTH. EXPERTISE:</b>						
226		2.766614013					

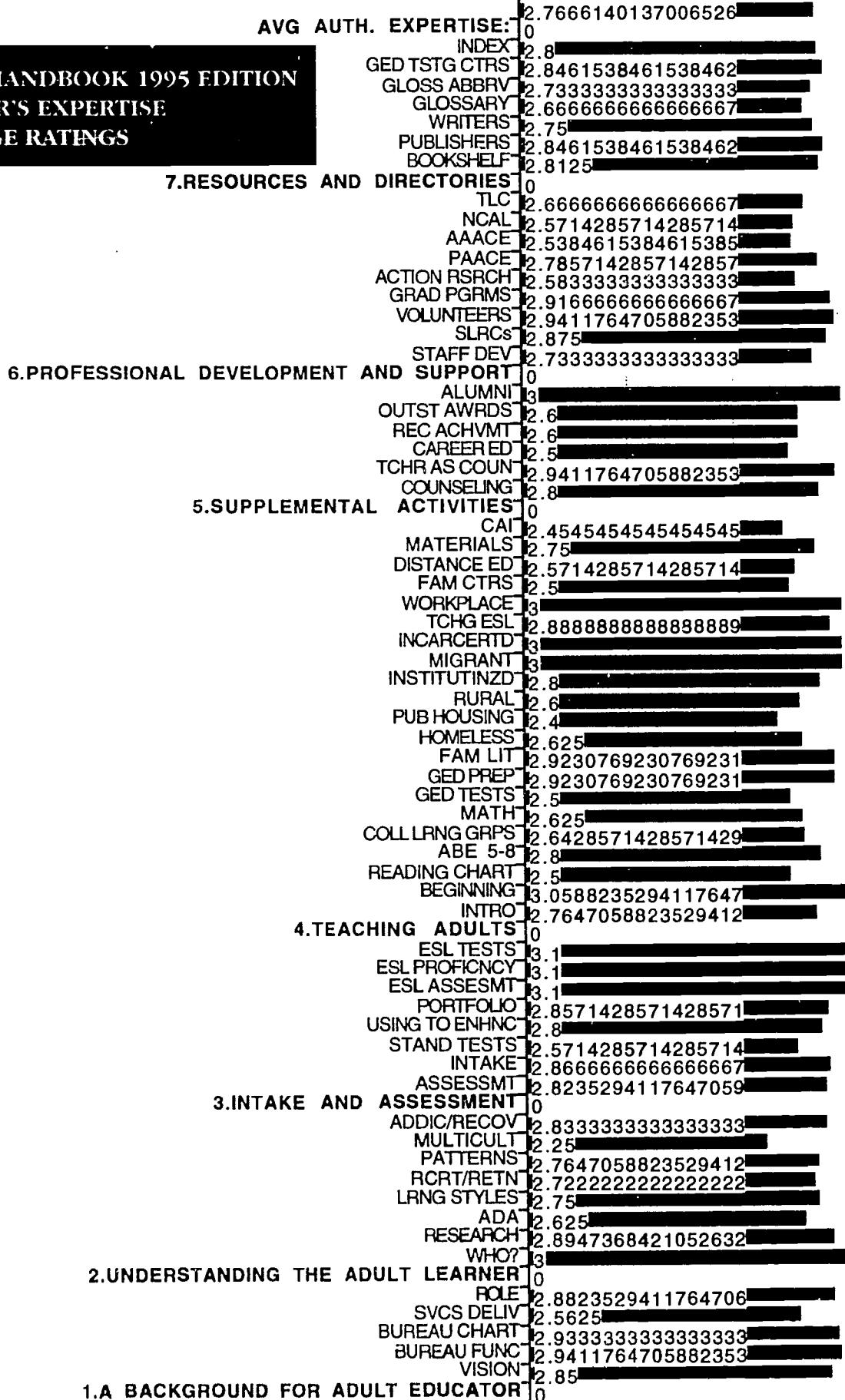
	AD	AE	AF	AG	AH	AI	AJ
<b>227</b>	<b>D.FUTURE STATUS</b>						
<b>228</b>			<b>TOTAL 1's</b>	<b>TOTAL 2's</b>	<b>TOTAL 3's</b>		<b>N=</b>
<b>229</b>	<b>1.A BACKGROUND FOR ADULT EDUCATOR</b>						
<b>230</b>	VISION		20	0	0		20
<b>231</b>	BUREAU FUNC		16	1	0		17
<b>232</b>	BUREAU CHART		15	1	0		16
<b>233</b>	SVCS DELIV		12	1	2		15
<b>234</b>	ROLE		16	1	0		17
<b>235</b>	<b>2.UNDERSTANDING THE ADULT LEARNER</b>						
<b>236</b>	WHO?		18	0	0		18
<b>237</b>	RESEARCH		16	2	1		19
<b>238</b>	ADA		11	4	1		16
<b>239</b>	LRNG STYLES		17	2	1		20
<b>240</b>	RCRT/RETN		15	2	1		18
<b>241</b>	PATTERNS		15	1	1		17
<b>242</b>	MULTICULT		7	10	2		19
<b>243</b>	ADDIC/RECOV		11	0	1		12
<b>244</b>	<b>3.INTAKE AND ASSESSMENT</b>						
<b>245</b>	ASSESSMT		14	3	0		17
<b>246</b>	INTAKE		12	3	0		15
<b>247</b>	STAND TESTS		12	1	0		13
<b>248</b>	USING TO ENHNC		12	1	2		15
<b>249</b>	PORTFOLIO		12	2	0		14
<b>250</b>	ESL ASSESMT		10	0	0		10
<b>251</b>	ESL PROFICNY		10	0	0		10
<b>252</b>	ESL TESTS		10	0	0		10
<b>253</b>	<b>4.TEACHING ADULTS</b>						
<b>254</b>	INTRO		16	0	1		17
<b>255</b>	BEGINNING		16	1	0		17
<b>256</b>	READING CHART		9	4	1		14
<b>257</b>	ABE 5-8		14	1	0		15
<b>258</b>	COLL LRNG GRPS		13	1	0		14
<b>259</b>	MATH		14	2	0		16
<b>260</b>	GED TESTS		12	1	1		14
<b>261</b>	GED PREP		12	0	1		13
<b>262</b>	FAM LIT		12	1	0		13
<b>263</b>	HOMELESS		6	2	0		8
<b>264</b>	PUB HOUSING		8	3	0		11
<b>265</b>	RURAL		8	2	0		10
<b>266</b>	INSTITUTINZD		4	1	0		5
<b>267</b>	MIGRANT		6	0	0		6
<b>268</b>	INCARCERTD		6	1	0		7
<b>269</b>	TCHG ESL		8	1	0		9
<b>270</b>	WORKPLACE		6	0	0		6
<b>271</b>	FAM CTRS		6	2	0		8
<b>272</b>	DISTANCE ED		6	1	1		8
<b>273</b>	MATERIALS		16	0	0		16
<b>274</b>	CAI		10	1	0		11
<b>275</b>	<b>5.SUPPLEMENTAL ACTIVITIES</b>						
<b>276</b>	COUNSELING		13	1	1		15

AD	AE	AF	AG	AH	AI	AJ
277	TCHR AS COUN	17	0	0		17
278	CAREER ED	4	2	0		6
279	REC ACHVMT	9	4	1		14
280	OUTST AWRDS	12	2	1		15
281	ALUMNI	6	0	0		6
<b>282 6. PROFESSIONAL DEVELOPMENT AND SUPPORT</b>						
283	STAFF DEV	12	1	1		14
284	SLRCs	15	1	0		16
285	VOLUNTEERS	18	1	0		19
286	GRAD PGRMS	11	1	0		12
287	ACTION RSRCH	6	4	2		12
288	PAACE	14	0	0		14
289	AAACE	12	1	0		13
290	NCAL	12	2	0		14
291	TLC	13	2	0		15
<b>292 7. RESOURCES AND DIRECTORIES</b>						
293	BOOKSHELF	15	0	1		16
294	PUBLISHERS	15	1	1		17
295	WRITERS	15	0	0		15
296	GLOSSARY	13	3	0		16
297	GLOSS ABBRV	14	2	0		16
298	GED TSTG CTRS	13	1	0		14
299	INDEX	15	2	0		17
300						
301						
302	... AVG OVERALL APPLICABILITY (%)			71.5789473		
303						
304	... AVG OVERALL RATING (%)			91		

STAFF HANDBOOK, 1995 EDITION  
READABILITY/CLARITY/FOCUS  
AVERAGE RATINGS



STAFF HANDBOOK 1995 EDITION  
AUTHOR'S EXPERTISE  
AVERAGE RATINGS



**Field Focus Group Comments**  
**Post-Production Questionnaire**  
**(Staff Handbook 1995 Edition)**

**1 A BACKGROUND FOR THE ADULT EDUCATOR**

**Pennsylvania's Vision for Adult Basic and Literacy Education by Cheryl L. Keenan**

We all feel this way, can she give us more on how to do this  
Not specific to my area, but I read for overall perspective and purpose of this publication--which I received from this article.  
well-written, organized  
Good article with clearly defined goals  
excellent background info  
well-written, enthusiastic, spirited, well-organized  
needs no changes  
next edition - just update info.  
Section "learner's cultural background" is not a must - does not follow writer's opening address

**The Functions of the Bureau of Adult Basic and Literacy Education by Donald Lunday**

good!  
well organized, informative article  
"Regional" used for advisors confusing with RSDC (I think they changed it to "Area Advisors"  
very informative  
needs no changes

**Bureau of Adult Basic and Literacy Education: Organizational Chart**

good-but it does seem to change frequently  
Excellent idea to include this!  
very helpful article with above  
Chart could have been more detailed to include units mentioned in article  
Great chart!  
how about an "800" phone number for advisors  
Really useful--I never understood this!  
easy to understand  
The chart is excellent but should be larger  
update southeast advisor with new name  
Chart very helpful

**Where and How ABLE Services are Delivered in Pennsylvania by Lori A. Forlizzi**

hum-drum  
good general information  
More specifics would be good  
who offers services (very general)  
...but maybe some statistics? This seems so general that is it is pretty obvious.  
This article is very helpful.  
needs no changes  
Very broad, general info

**Your role as an educator of adults by Tana Reiff**

it's nice to know what others are doing  
interesting chart on page 10  
eye-opening, & on target  
too many lists  
I love the compilation  
did not mention volunteers, employment status chart was depressing!  
Perhaps end on a more positive note w/"directions forward" or something like that.

interesting for a literacy teacher to compare with others in the field  
This article is excellent.  
needs no changes  
condense data  
Emp status & struggles areas informative

## **2 UNDERSTANDING THE ADULT LEARNER**

### **Who are our adult students? by Tana Reiff**

nice stats! can help us write proposals  
print too small on page 11 & 12 on reasons for participation, types of programs, etc.  
interesting!  
excellent breakdown of student population  
Nice use of graphs  
Include some of the critique assoc. w/NALS/SALS. What abt expenditures/student?  
References to the 5 "levels" on p. 11 - confusing - what are they?  
The charts need to be larger.  
would need to be updated  
made statistics into a good article.

### **Applying the Research in Adult Learning by Judith A. Rance-Roney**

p. 13 - not sure what "to meet societal expectations of learning level" means  
repetitive information  
good resources  
long article, too wordy  
Isn't there some more recent research. I would like to see Brookfield more prominently featured.  
Also, how about a second half which reviews current research on literacy education...  
interesting & very well-written  
This is an excellent article.  
would need to be updated  
good intro, but rest is too long  
excellent

### **Meeting the Needs of Adult Students with Disabilities by Abbe Brawley**

good info. to know  
There should be more on this topic  
good - even more specific accommodations should be mentioned if possible  
could have more information  
didn't include LD. Please include specifics.  
always needs to be stated!  
This article could well be expanded.  
Give more examples

### **Matching Teaching Strategies to Student Learning Styles by Laraine A. Dembsk**

does anyone actually have the time or resources to do an inventory on students!??  
could shorten if necessary - some repetition of ideas  
well written and clear  
Glad to see this included  
please explain - how do you accommodate indiv. learning style to erratic attendance?  
This article needs to be emphasized.  
needs no changes  
a list of tests and pub. would be helpful  
Would be helped by adding specific examples

### **What Draws Them and Keeps Them by Alisa Belzer**

common problems, little more in depth  
offered some concrete suggestions

too wordy

This article is written in an interesting way.

needs to be longer

This article applies to classroom instruction. Does it also apply to 1-1 teaching?

can be put into fewer, less didactic words & phrasing (sorry, i haven't said 'didactic' in years)

#### **Patterns and Predictors of Instructional Attendance by Malcolm B. Young**

good, concise

on target

So-what's new?

informative

Again this important subject needs a more interesting presentation.

interesting

#### **Multiculturalism and the Role of Difference by Stanley Nowak**

hard to follow

interesting viewpoint

important topic, but wordy & unclear

rather "lofty" in tone

Sounds too research oriented. Not enough ground in actual experience.

dumb!

too general. Should be expanded into lengthier & more substantial essay.

This article is written in a manner that is too pedantic for many readers.

No bio on author.

Reading this stimulates thought on the subject

good ideas presented - but does not ADDRESS the title - it is a RESPONSE to the title/topic.

#### **Addiction, Recovery, and ABE by Joyce P. Kerrick and Carol Molek**

More could possibly be done on this topic

well-written, important for all educators

Good tips - practical

good length - good topic & one that is not often seen in research

More emphasis on why there is a strong connection betw. personal difficulties like addition & illiteracy.

### **3 INTAKE AND ASSESSMENT**

#### **Assessment of Adult Student Performance by Judith A. Alamprese**

could include some specific tests for ESL - good ones

OK

well done, timely, informative

Should have spent some time on EQuAL and less on general assessment - too wordy

More definitions laid out more graphically e.g. performance base, competency based. Descriptive

vs. quantitative--OR--attributes of spec. standardized tests or rel. betw. diff. kinds of assessments & purposes and audiences.

needs no change

would need to be updated

again, a very 'instructional' sound/tone. i don't know if the topic could be differently written though

#### **Intake: setting the tone by Georgina Rettinger**

good!

good general overview

ESL students' intakes not mentioned

Address a one on one intake

excellent advice for new staff!

Combine this w/piece on commonly used tests. This has a nasty tone.

This is a helpful article.  
concise/good practical info. the writer paints a picture

**Commonly Used Standardized Tests for Adults**

include more for beginner ESL  
could be put in table form

OK

very helpful summary

did not include a couple of tests mentioned in p.20 article

Include pluses & minuses, costs, amt of time needed to admin.

This article or chart demands more development and explanation.

needs to be longer

give evaluations of tests.

would need to be updated

**Using Standardized Tests to Enhance Instructional Time by Georgina Rettinger**

good info-title may be misleading

well organized explanation

Highlight what & why which data is relevant to ascertain upon intake

excellent

**Implementing Portfolio Assessment by Susan L. Lytle and Alisa Belzer**

good - pure info is needed

concise article that highlights & informs - great for new staff

This is a helpful article.

Give more detail on implementing strategies & give bibliography

heavy. after the first sentence, why do i want to read on.

**Assessment in Adult ESL by Judith A. Rance-Roney**

great!

List of tests is wonderful. I often receive calls asking me about assessment tests.

**Classifying ESL Proficiency by Judith A. Rance-Roney**

great!

Very helpful!! Expand if possible.

good for beginners

This article is practical and helpful.

**Designing the ESL Assessment Battery: Some Choices**

great!

could be put into a table

would like to see some indication of \$

Thanks!

good guide

This chart demands more development and explanation.

## 4 TEACHING ADULTS

**In this section: something for everyone by Tana Reiff**

good introduction

this article didn't seem to be necessary

Good intro

Handbook shows throughout its sections, there is something for everyone. This section is not needed.

shorter

good introduction

this article didn't seem to be necessary

Good intro

Handbook shows throughout its sections, there is something for everyone. This section is not needed.

shorter

**Working with beginning adult students by Rose Brandt**

great, very specific

Shorten if possible

very inclusive & clear

Thanks for the tips

too long & repetitive of Rettinger article

A little more on what can get in the way, make these suggestions hard to implement  
good suggestions

This is an excellent article and it is helpful.

no changes

Good suggestions, but it is difficult to have discussion like these in an open entry/open exit class.  
starts great, and then loses me at "MAKING LEARNING REAL". too much generalized info. from  
there on.

**Basic Techniques to Promote Reading for Meaning: Chart**

not necessary

Charts are great!

This chart should be explained more.

Chart is confusing

good for tutor orientation

**Instruction at the ABE 5-8 Level by Mary Louise Gall**

reinforces my methods

doesn't tell me anything new

Learning in context gave good advice

What is distinctive abt 5-8 (vs. 0-4) if anything?

This is an excellent article.

need more added to it

writer begins with four introductory paragraphs - after that, she gets into it.

**Collaborative Learning Groups by Peggy McGuire**

this topic should be stressed more throughout this book

helpful, we are beginning to implement this

no specifics spoken to in article

How about more examples

Interesting. Develop into more substantial article.

This is another excellent article.

Do not promote certain materials in handbook

I do not work with groups

worth looking into. our program doesn't work that way

**Math Instruction for the Adult Literacy Student by Ellen F. McDevitt**

definitely need more math info - right on target

good points

very good.

**Tests of General Educational Development (GED) by Larry Goodwin**

combine with next

answered questions about costs and time

why not ref. test in back. What are the 5 tests? Explanation would be nice

Is there no "800" number?

This is a practical article.

Make it a little longer with more detail.

Short & to the point; good resource article  
shaky first sentence

**Helping students to prepare for the GED by Joyce P. Kerrick**

Table on p.32 is good  
well-organized, practical  
Preparation for writing skills does not get enough attention in article  
This is another practical article.  
Good suggestions for promoting thinking  
Delete the scope of the article. It reads fuzzy.

**Lifelong Learning from Family Literacy by Maggie Gibb**

needed a conclusion  
Include issues relating to cultural differences in parenting & family structures & how this can create tensions  
I work in a prison setting  
This is really good writing (and biblio is good)

**UNIQUE CURRICULAR CONSIDERATIONS (next 6 topics):**

**The Homeless Adult Student by Elizabeth S. Houston**

basic  
interesting  
This is an excellent section.  
Generalizations made about homeless & public housing students concern me

**The Adult Student in a Public Housing Program by Amy Chapple**

basic  
Many residents of public housing are experts in "rights"  
interesting  
I wish this were a little punchier e.g. problem posing educ. around housing issues  
interesting  
This is an excellent section.  
if "Life in public housing is often transient" why are there generations who have never lived outside public housing?

**The Rural Adult Student by Monica Kindig**

How about addressing the transportation problem or shortage of services  
interesting  
good points  
This is an excellent section.

**The Institutionalized Adult Student by Joan Y. Leopold**

interesting  
This is an excellent section.

**The Migrant Adult Student by Barbara J. Mooney**

could give more ideas  
interesting  
This is an excellent section.

**The Incarcerated Adult Student by Twila S. Evans**

interesting  
This is an excellent section.

<END OF UNIQUE CURRICULAR CONSIDERATIONS SECTION>

**Teaching English as a Second Language to Adults by Janice R. Frick**

excellent!

Very good examples. List of materials is very good (heavy on Prentice-Hall though)  
appreciate publishers and materials listings

This is great!

read like a college paper

At places this article is too pedantic.

**How to Survive Your Workplace Teaching Assignment by Jeffrey Woodyard**  
good - down to earth advise [sic]

**Family Centers in Pennsylvania by Randall S. Bauer**

could give a list of centers

I'd be interested to know where these are.

but WHERE are the centers

Give suggestions on how to start one & where existing ones are.

List a phone # for more info

**Teaching Across the Miles by Dorothy L. Hajdu**

we have no technology!

A growing area

More suitable for admin

Reference to 1994 change to "recent"

**Curriculum Materials for ABLE: Making the Right Choices by Jane W. Ditmars**

organized, easy to read

common sense advice

I would like to see the orientation of this reversed: commercial materials supplement & support  
real-life materials

seems to be a restatement of very general principles of education

This is an excellent article that demands more emphasis.

no changes

very good as a handout to tutors who volunteer.

**Varieties of Computer-Assisted Instruction for Your Adult Students by Ben Burenstein**

Add names of specific software programs

good, need more of this information

More on nonstereotypical form of CAI

More on how computers are a tool to support whole lang., problem solving, collaboration, etc.  
well-written - easy to understand

This is an excellent article.

the last ¶ is essential info - however, the focus of the article is too broad; the writer knows the  
techno. but how this "transfers...to being active citizens in a democratic society" is not  
founded or explained.

**5 SUPPLEMENTAL ACTIVITIES**

**Personal Counseling for Adult Students by Pamela S. Hinden, L.S.W.**

excellent, we all have this issue facing us

Many good points in this article

very important material

very useful.

no changes - excellant [sic]

**When the Teacher Is the Counselor by Joe Beech**

excellent, we all have this issue facing us

good, specific advice

good addition to above

concise - on target

This is an excellent article.

no changes - excellant [sic]

"Never give a numerical grade" - many students want and need to see those numeric results

good handbook information

**Planning a Career Education Program for Adult Students by Bernadette A. Mangie**

sounds more like an article for administrators

**Recognizing Student Achievement by Jan Perkins and Anthony Giampaolo**

so-so

good ideas!

more generalizations, not specific to Connelley

excellent ideas, important

Excellant [sic]

This deals primarily with GED students

a couple of good ideas

**Outstanding Student Awards by Sherry Royce**

excellent program

good explanation for new staff

important to remember

Excellant [sic]

good handbook stuff

**How to Organize and Maintain an Alumni Association by Carol Molek**

worth considering

good

well explained

highly informative, well-written

## **6 PROFESSIONAL DEVELOPMENT AND SUPPORT**

**Staff Development: Professional Growth Opportunities for Adult Educators by Helen Hall and Ella Morin**

helpful

good for new staff

useful info.

**Pennsylvania State Literacy Resource Centers by Cheryl M. Harmon and Christine V. Kemp**

This article demands more development.

List addresses also.

I was only aware of AdvancE

ok

**Advice to Volunteers by Donald G. Block**

good.

Good addition to this new booklet!

good, specific advice

worth reprinting for handout

excellent

This is a good article.

needs no changes

solid suggestions

**Graduate Programs in Adult Education by Trenton R. Ferro**

good list of universities (and addresses) is especially helpful

Thanks for the list!

Include relationship betw getting a degree and career advancement--there is not a clear career ladder or specific requirements.  
extremely valuable list of schools/ Thank you.  
i appreciated the writer's voice as much as the details

**Action Research for Program Improvement by B. Allan Quigley**  
concise "definition" of a larger concept - good  
not clear  
"academic" sounding, might scare newcomers  
More general article on models of staff devl., pluses & minuses  
appropriate

**PAACE: Pennsylvania Association for Adult Continuing Education by Joan Y. Leopold**  
good description  
good for new staff  
useful & essential  
PAACE and AACE [sic] can be combined in one section  
appropriate

**AAACE by Charles H. Holbrook**  
good description  
not as descriptive as Joan's  
We need to know how we are "connected" statewide  
PAACE and AACE [sic] can be combined in one section  
appropriate

**National Center on Adult Literacy (NCAL) by Sandra K. Stewart**  
good description  
Include the fact that technical reports are available on a range of topics...  
good to know what's out there!  
These two [NCAL and TLC] can be combined  
appropriate

**TLC: Pennsylvania's Literacy Organization by Linda Herr**  
good description  
does not explain function of TLC as I thought  
Teachers need to be aware of resources. V. Good.  
These two [NCAL and TLC] can be combined  
I find most of the material in this newsletter referring to LLA programs. I find nothing that pertains  
to LVA programs. Should not TLC be all inclusive  
appropriate

## 7 RESOURCES AND DIRECTORIES

**The Adult Educator's Essential Bookshelf by Cheryl M. Harmon and Sherry Royce**  
p.53. ESL "This literature review ... reflected in literature" not clear  
well organized, very useful  
Valuable info  
some info could be inc. in Harmon/Kemp article  
More real stuff, e.g. publications from ALRI in Boston, LAC in NY & ERIC publications by Hannah  
Fingaret, Politics of Workplace Literacy by Gowan, The Complete Theory to Practice Handbook  
of Ad. Lit., Auerbach, etc., etc.  
Totally useful  
This is an excellent article.  
very good  
appropriate

### **Publishers of ABLE Curriculum Resources**

very helpful  
easier to read with lines added. Also "a, v, sw" is helpful  
well organized, very useful  
Valuable info  
confusing format  
Completely useful - essential  
Again this is excellent.  
excellant [sic]  
appropriate

### **Directory of Writers**

a good resource  
inciteful [sic] but omitted Nowack, Kindig, Ditmars, Hall & Stewart  
Several are missing!  
Important to know who's writing - credentials, background, etc.  
excellant [sic]  
Some are missing  
appropriate (missing Stanley Nowack)

### **Glossary of Related Terms, Agencies, and Organizations**

Absolutely essential  
Very helpful!  
good summary  
great for new staff  
How about participatory literacy educ., practitioner inquiry, equal  
Very useful!  
Excellent. Perhaps this glossary should be placed at the beginning of the book.  
no changes  
Excellent addition  
appropriate

### **Glossary of Abbreviations**

Absolutely essential  
Very helpful!  
good summary  
great for new staff  
Very useful!  
Excellent  
no changes  
Excellent addition  
appropriate, as well

### **GED Testing Centers in Pennsylvania**

Very helpful!  
good resource  
more current than one I got from PDE 1 wk prior  
Very useful!  
no changes  
Excellent addition  
not sure who need this

### **Index**

Very helpful!  
good resource  
eliminate authors - subject only  
Very useful!

no changes  
Excellent addition  
its good to have an index

**New Topics [suggestions for]**

I don't quite remember last year's handbook, but this one seems to have so many more topics that interest me. In addition, articles seem much more specific, giving the reader the "how" of how to implement the ideas & practices.

Perhaps more on workplace literacy. Contact Priscilla Carmen, ISAL

Possibly specific advice for preparing ESL students for the GED exam. Teaching ESL students who are literate vs. those who are illiterate in their native language.

The appropriate time to conclude a learner's program if goals are unreachable and frustrating--how long to retain before moving to another program, assistance, etc. in order to become functioning adult in society?

Adults w/learning disabilities; How to study-adults; Time management

Include more articles pertaining to one on one tutoring. Expand other articles to focus on one on one tutoring in addition to classes.

We really seem to be moving in the direction of relating everything to the workplace. More on this would be helpful.

None that I can think of

Literacy research, Participatory literacy education

I think the present articles are well-chosen & have universal applicability in most cases.

I think a section should be devoted to tutors who are discouraged because students keep cancelling or do not do their work on time and also on how to deal with personality conflicts.

How to build collaboration among adult ed. providers--community mapping.

Specific steps for teaching a "Directed Reading" activity directed at new tutors. Maybe an article on the value of "games" in reinforcing reading skills.

Add some humor - many of the articles stressed that a person should do this or "Never" do that -- many unusual things can & do happen in adult education centers - share some of these & advise new staff to "go with the flow"

poss. something written about the least and highest funded programs in the state/by staff or students/(for general interest)

**Section Divisions [how articles are divided into]**

Topics are logically placed in the appropriate section.

I think all the essential topics are covered very well!

I can't give specific advice as this is not my area of expertise - However, I found the handbook very "readable" and learned several things from it outside my field

Very well.

I felt areas were divided quite logically.

Reorganize "Unique Curricular Considerations" into one article written as a committee effort. Many points apply to more than one area - not just the area of the individual author

The section divisions are good.

Yes

I think so?

Yes, I feel that the topics are broad enough to relate to all practitioners, and the categories properly categorize the articles.

This is a comprehensive document that should be very helpful to anyone working in adult education.

I think all divisions are well covered under their headings.

No suggestions.

I feel all the broad areas have been covered adequately - I cannot think of any additional ones at this time

technology in the office/technology in the classroom•what is new to administration•new to teachers•have computers shown they made a difference in adult education•jobs-does it help to have preliminary computer know-how•occupational outlook & jobs programs.

**Reader Friendliness**

clear, concise language, very logical.

Yes, well organized with a helpful index. General format-the main question...is "Will this be helpful to me?" And, after looking through the index I see many topics that catch my interest. I think this is how most...will look at this handbook

No definite suggestions. The articles seemed to be logically organized and the information well presented.

Well-organized.

The organization of the Handbook is excellent and the format readily accessible. The index is very helpful.

Handbook is very well organized and is easy to use.

The charts, graphs, and lists are a great (and much-needed) addition. They make the book more user-friendly.

The Staff Handbook is a fine resource for newcomers to adult education.

Good diversity of formats, easy to use/find info

Very user friendly

Format-good. Organization-good. Indices always helpful! Some of the articles may be too technical for volunteer tutors.

Very user friendly. Extremely helpful. Excellent resource to sit next to my work materials and dictionary.

The organization is excellent. Some of the charts should be larger. Some of the article could be emphasized by some graphic -- [can't read]

I think all divisions are well organized and accessible. It will be very usefull [sic] in my literacy tutoring.

Very well organized. Easy to read. Love the glossary of terms and abbreviations.

I found the handbook to be well organized - I suppose the index could be useful if looking up a specific topic or author - I prefer the Table of Contents.

This handbook is much better than the previous one. More breakup of print makes it easier to read. Still larger print & more white space (like our adult learners) will encourage the reader to read more & longer

1. Authoritative voices in an address, in person are listened to because, i'd guess, of the resonance and dynamics of the human voice. On paper, multi-clause sentences that just won't let go sound stilted and, i feel, do not invite a reader onto the grounds

2. The format is accessible. THe "table of contents" is generally what i will probably use, since the book isn't long.

### **Design/appearance/packaging**

It does seem a bit cluttered, other than that, fine

The cover has an attractive appearance and informs potential readers of its purpose. It is clear and readable.

I liked format of pp. 34 & 35! Test listing on p.26 is very valuable. Info on p. 25-classifying ESL proficiency-very useful. List on p.37 -very good. List of publishers...easier to read than previous...Only suggestion: print cover in colored ink-budget permitted

Very professional/Well organized/readable

I like the shaded, bold areas. Perhaps the articles could be separated by a solid line as opposed to mere headlines.

Very well organized - clear, uncluttered and readable. No particular weaknesses.

It looks good, although brown is a dull color for the cover.

Very good

The pages are very crammed--but there is a lot of info to fit in ...

It looks good. Pages 34-35 I found difficult to look at & read. It was very distracting. Too busy THe format is attractive, clear, and readable. I like the fact that some articles have a dark gray background. Why?

The gray sections are effective for emphasis. Other articles, I think, should be emphasized with other graphic devices. On the whole the material is presented well.

This handbook is well presented. Most is well written and understandable.

The cover is a bit cluttered. Good layout of articles.

I like the double column format - I also like the contrast of having the gray as well as white articles. On the whole it was easy to read - the cover was attractive and not too cluttered - even though there was more information on it than the '92 edition its fine.

**Overall evaluation [statistics on spreadsheet]**

Much improved. I will use this more than in previous years!

Many changes noted from review of 1992 edition - This has been a major revision on your part. I had difficult, with this evaluation form. I answered most...questions as an evaluation of a "handbook" a desk reference...though many topics did not apply to my...needs they...were adaptable (and applicable) Accordingly...no reason to eliminate their inclusion in

I am always pleased when I have one book to access that contains much of the information that I need on a regular basis.

Sometimes, the articles seem somewhat redundant, and often just recite very general principles of education taken out of any college education text.

Perhaps the print could be a bit darker and a bit larger.

In your ratings column, under D. Future Status there shoud [sic] be a number 4 that says "No changes necessary"

I feel some of the articles could be more specific - especially in Section 4, Teaching Adults. For ex. in the '92 edition there is "A Model Lesson Plan" which could be very helpful to the new tutor.

I would like to read some fine PA ABLE students' writing, especially in the "unique curricular considerations" - Also, more could be addressed about the students needs in this section.

**Other comments**

Although [some of the articles] were not applicable directly to my comm. college position -- these short articles were interesting & valuable..

This really seems like a Handbook now. I will definitely use it as a resource book. Not sure I would have said that before!

This is an excellent handbook.

Where have all the tutors gone? (now that Barbara Bush is not as visible a spokesperson for literacy)